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# 1 UNIT

## AGREEMENT MISTAKES

In the English language, there are certain agreements of words; and if these agreements are not followed, they lead to committing mistakes. If a word agrees with a noun or pronoun, it has a form that is appropriate to the number or gender of the noun or pronoun. There are a few things about agreement to check out:

- Does the subject agree with its verb?
- Does the subject agree with its number?
- Does the subject agree with its gender?

**What is an agreement?**

### RULE 1.

#### Agreement between subject and Verb/H.V

A **singular subject** (Ali, she, ball, etc.) takes a **singular verb** (is, goes, shines), whereas a **plural subject** (they, students, etc.) takes a **plural verb** (are, go, shine).

#### Examples:

- Damage to the buildings **were** assessed at forty thousand pounds.  
Damage to the buildings **was** assessed at forty thousand pounds.
- Folk **are** worried about good jobs.  
Folk **is** worried about good jobs.

#### Did you know?

1. What is subject?
2. How to recognize it?
3. What can be used as subject?
4. What is Position of Subject?
5. What are Types of subject? (S&P)

#### Did you know?

1. What is singular Verb?
2. What is Plural Verb?
3. What is singular helping verb?
4. What is Plural Helping Verb?

#### Did you know?

1. **Why do we call the helping verb "Helping Verb"?**

#### TEXTUAL SUPPORT:

- The sprinkling of water **creates** music.  
The sprinkling of water **create** music.



## AGREEMENT MISTAKES

### UNIT -1

#### PAST PAPER QUESTIONS:

1. Your argument is simple abstruse as there is no clarity of thought and coherence in ideas  
 A) B) C)  
 and it also lack vision. (2011)  
 D)
2. This antibiotic destroys red corpuscles in the blood and cause pernicious anemia. (2012)  
 A) B) C) D)
3. When he was a child, every time he were naughty, his foster-mother used to threaten to  
 A) B) C)  
send him to Timbuktu. (2016)  
 D)
4. A) An amorphous mass of cells are difficult to understand.  
 B) An amorphous mass of cells were difficult to understand.  
 C) An amorphous mass of cells had difficult to understand.  
 D) An amorphous mass of cells is difficult to understand. (2011)
5. A) An amorphous mass of cells are difficult to understand.  
 B) An amorphous mass of cells were difficult to understand.  
 C) An amorphous mass of cells had difficult to understand.  
 D) An amorphous mass of cells is difficult to understand. (2011)

#### RULE 2.

#### Agreement between subject word - 1 and V/H.V

Use verb or helping verb according to **Subject Word-1** if two subject words are joined by any one of the following:

with	of	comprising
along with	not	containing
together with	but	keeping
as well as	including	possessing
besides	excluding	having
except	consisting	in addition to

#### Example:

- The national sales report, along with the regional breakdowns you specifically requested, was sent to you last week.

#### TEXTUAL SUPPORT:

1. The Gulistan as one of the bibles of the world **is** very famous.  
 The Gulistan as one of the bibles of the world **are** very famous.
2. All except the Persian slave **was** calm.  
 All except the Persian slave **were** calm.
3. A reference to the Captain, as well as several Latin quotations, **was** included in Chips's farewell speech.  
 A reference to the Captain, as well as several Latin quotations, **were** included in Chips's farewell speech.

### UNIT -1

4. China, together  
 Western impact.  
 China, together  
 Western impact
5. All my old clo  
 All my old clo
6. A black leath  
 lost.  
 A black leath  
 lost.
7. Everything,  
 Everything,
8. Wheat, as  
 the owners  
 Wheat, as  
 the owner

#### RULE 3.

#### Agreement

Use Verb o  
 by anyone

"Neither -

#### Examp

Neither

#### TEXT

1. Eit  
 Eit
2. Ei  
 E
3. N  
 N
4. I  
 I
- 5.
- 6.



## UNIT -1

### AGREEMENT MISTAKES

4. China, together with many other Asiatic civilizations, **has** suffered a sharp and pervasive Western impact.  
China, together with many other Asiatic civilizations, **have** suffered a sharp and pervasive Western impact.
5. All my old clothes, including a coat, **was** sent to the rummage sale.  
All my old clothes, including a coat, **were** sent to the rummage sale.
6. A black leather pocketbook containing five hundred shillings and some business papers **were** lost.  
A black leather pocketbook containing five hundred shillings and some business papers **was** lost.
7. Everything, together with other matters that I may have forgotten, **have** been noted.  
Everything, together with other matters that I may have forgotten, **has** been noted.
8. Wheat, as well as other fruits, **was** raised by a peasantry who worked the soil on shares with the owners.  
Wheat, as well as other fruits, **were** raised by a peasantry who worked the soil on shares with the owners.

#### RULE 3.

##### Agreement between subject word-2 and V/H.V

Use Verb or helping verb according to the **Subject Word-2** if two subject words are joined by anyone of the following:

“Neither --- nor; Either --- or; Not only --- but also”

#### Example:

Neither the buyer nor the sales manager is in favour of the system.

#### TEXTUAL SUPPORT:

1. Either certain chemicals or heat **was** used to destroy germs.  
Either certain chemicals or heat **were** used to destroy germs.
2. Either the obtuse quack or the camel-men **were** stupid.  
Either the obtuse quack or the camel-men **was** stupid.
3. Neither the soldiers nor the king **is** going to ruin the village for the salt.  
Neither the soldiers nor the king **are** going to ruin the village for the salt.
4. Not only our life style but people themselves **has** also been changed.  
Not only our life style but people themselves **have** also been changed.
5. Neither Brookfield's defenders nor Chips **has** estimated Brookfield's toughness.  
Neither Brookfield's defenders nor Chips **have** estimated Brookfield's toughness.
6. Neither Clay nor other people **was** willing to accept that the oyster had a pearl in it.  
Neither Clay nor other people **were** willing to accept that the oyster had a pearl in it.

#### RULE 4.

##### Two subject words joined by “and” and V/H.V

When two singular nouns joined by “and” suggest one idea to the mind, or refer to the same person or thing, the verb is singular.



## UNIT -1

## AGREEMENT MISTAKES

### Example:

Corned beef and cabbage **were** his favourite dish.  
Corned beef and cabbage **was** his favourite dish.

Two singular nouns joined by "and" require a plural verb when they represent two different persons or things.

### Examples:

- Fire and water **do** not agree.  
Fire and water **does** not agree.
- A car and a bike **are** my means of transportation.  
A car and a bike **is** my means of transportation.

### Exception:

There are fixed sayings which must be used as they are.

### STANDARD EXPRESSIONS.

- Time and tide wait for no man. (Correct)
- Two and two make four. (Correct)
- Slow and steady wins the race. (Correct)

### TEXTUAL SUPPORT:

- Shamim Ahmad's bread and butter **was** selling cut-pieces.  
Shamim Ahmad's bread and butter **were** selling cut-pieces.
- Our German master and friend, Herr Staefel, **was** killed last week, on the Western Front.  
Our German master and friend, Herr Staefel, **were** killed last week, on the Western Front.
- Wool and silk **were** woven not only in Malaga but also in Cordova.  
Wool and silk **was** woven not only in Malaga but also in Cordova.
- A poise and calm **is** needed to be cultivated by such boys.  
A poise and calm **are** needed to be cultivated by such boys.
- Only Mr. Steward's name and telephone number **were** printed on the card.  
Only Mr. Steward's name and telephone number **was** printed on the card.
- Astrology and fortune-telling **is** still practised.  
Astrology and fortune-telling **are** still practised.
- Once a Persian king and a slave **was** sailing in the same boat.  
Once a Persian king and a slave **were** sailing in the same boat.

### RULE 5.

#### Verb or Helping Verb after "who-which or that"

- i) The verb or helping verb after **who/which/that** is used according to the word written immediately before these words.

### Examples:

- It is the story of a military coup which **brings** a brutal despot to power.  
It is the story of a military coup which **bring** a brutal despot to power.
- He is one of the students who **is** registered with us.  
He is one of the students who **are** registered with us.

## UNIT -1

### Exception:

"The only" used as s  
▪ Harry was the only

### TEXTUAL SUPPORT

- They are perturb  
They are perturb
- The attack of lo  
The attack of lo
- Another type o  
Another type o
- I could not hel  
I could not hel
- We are creati  
We are creati
- The commun  
The commun
- Once he rais  
Once he rais
- The boy mu  
The boy mu

### PAST PAPER

- The govern
- The govern
- The govern
- The govern

### RULE 6.

#### Subject wor

#### List-1:

#### List-2:

#### List-3:

#### List-4:

#### List-5:

#### List-6:

### Examples:

- The ne  
The ne
- Gym  
Gym



## UNIT -1

## AGREEMENT MISTAKES

### Exception:

"The only" used as subject is always singular, and it takes a singular verb or helping verb.

- Harry was the only one of the Earthmen who was trying to build a rocket.

### TEXTUAL SUPPORT:

1. They are perturbed to see the Second Man who **has** entered the bus station.  
They are perturbed to see the Second Man who **have** entered the bus station.
2. The attack of locusts is a natural calamity that **make** the human beings helpless in saving the crops.  
The attack of locusts is a natural calamity that **makes** the human beings helpless in saving the crops.
3. Another type of boy who do not try **are** the very bright boy.  
Another type of boy who do not try **is** the very bright boy.
4. I could not help the slight unease which **come** to all who is eyed suspiciously by the police.  
I could not help the slight unease which **comes** to all who is eyed suspiciously by the police.
5. We are creating a situation which **encourages** the poor to make war on the rich.  
We are creating a situation which **encourage** the poor to make war on the rich.
6. The commune deals with those peasants having wages that **are** too low.  
The commune deals with those peasants having wages that **is** too low.
7. Once he raised a hand to touch the lowest of the swings that **were** hung from the ceiling.  
Once he raised a hand to touch the lowest of the swings that **was** hung from the ceiling.
8. The boy must make himself cultivate a poise and calm that **smothers** the fidgets.  
The boy must make himself cultivate a poise and calm that **smother** the fidgets.

### PAST PAPER QUESTION:

- A) The government introduced tax laws which gave incentives to factory workers to reduce pollution.
  - B) The government introduced tax laws who gave incentives to factory workers to reduce pollution.
  - C) The government introduced tax laws which have incentives to factory workers to reduce pollution.
  - D) The government introduced tax laws which has incentives to factory workers to reduce pollution.
- (2011)

### RULE 6.

Subject word with confusing 'S' and V or H. V

#### List-1: **Miscellaneous Words**

News, Series, Innings, Wages, etc.

#### List-2: **Names of Diseases**

Measles, AIDS, Rabies, etc.

#### List-3: **Names of Books**

The Gulliver's Travels, The Arabian Nights, etc.

#### List-4: **Names of Countries**

The United States, The Maldives, etc.

#### List-5: **Names of Games**

Billiards, Gymnastics, etc.

#### List-6: **Names of Subjects**

Statistics, Mathematics, Politics, etc.

### Examples:

- The news **have** spread like fire in the neighborhood.  
The news **has** spread like fire in the neighborhood.
- Gymnastics **look** difficult, and it is.  
Gymnastics **looks** difficult, and it is.



## UNIT -1

## AGREEMENT MISTAKES

"Wage" is a singular subject and takes a singular verb or helping verb, whereas "wages" is a plural subject and takes a plural verb or helping Verb.

"wage" [singular] (also wages [plural]) a regular amount of money that an unskilled or semi-skilled employee earns.

### Examples:

- His real wage **has** increased two times.
- His real wage **have** increased two times.
- Women's wages **is** lower than men's.
- Women's wages **are** lower than men's.

### Exception:

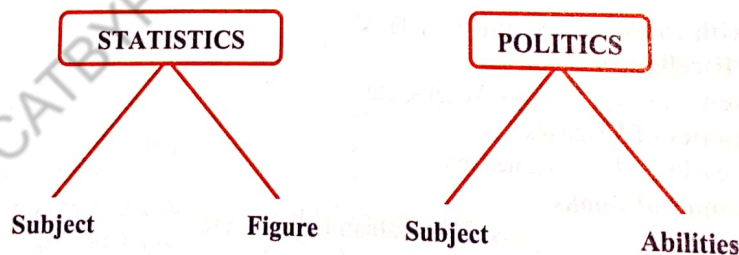
"Wages", when used figuratively in the sense of reward or punishment, takes a singular verb or helping verb.

- The wages of sin is death, but the gift of God is eternal life.

Some academic disciplines such as:

- Statistics
- Politics
- Mathematics

take a singular verb. However, as a general use, they take a plural verb. Sometimes, a determiner can be of great help to make a choice between a singular or a plural verb or a helping verb.



### Example:

- Her politics **is** broadening.
- Her politics **are** broadening.

### TEXTUAL SUPPORT:

1. German measles **has** turned the Big Hall into a hospital ward.  
German measles **have** turned the Big Hall into a hospital ward.
2. Rabies **are** produced by the bite of a mad dog.  
Rabies **is** produced by the bite of a mad dog.

## UNIT -1

3. Los Angeles **has** ...  
Los Angeles **have** ...
4. No news **have** y ...  
No news **has** ye

### RULE 7.

Fraction / Portion  
When an "of phrase" follows, some other expression written after the p

### Examples:

- 21% of the p
- Majority of f

### TEXTUAL SUP

1. In India dur ...  
In India dur
2. One-third o ...  
One-third o
3. Two-third ...  
Two-third
4. Half of th ...  
Half of th
5. Three-fou ...  
Three-fou
6. Some of ...  
Some of
7. The vas ...  
past 200 ...  
The vas ...  
the pas

### RULE 8.

#### Quantity

(i) Use a

- Three ...  
Three
- Ten d ...  
Ten d

#### Excepti

- Ten ...  
Ten

### RULE

#### Adject

Nomin

noun.

▪ Th



## UNIT -1

### AGREEMENT MISTAKES

3. Los Angeles **has** solved the problem by bringing water to the city from the Colorado River.  
Los Angeles **have** solved the problem by bringing water to the city from the Colorado River.
4. No news **have** yet come through as to his fate.  
No news **has** yet come through as to his fate.

#### RULE 7.

##### Fraction / Portion / Percentage and V or H. V

When an "of phrase" follows a percentage (50% of), fraction (two-thirds of), portion (half of) or some other expressions such as a lot of, majority of, rest of, the verb agrees with the noun written after the preposition "of".

##### Examples:

- 21% of the population is poor.
- Majority of the students are absent.

#### TEXTUAL SUPPORT:

1. In India during 1913, 93% of the British garrisons **was** inoculated.  
In India during 1913, 93% of the British garrisons **were** inoculated.
2. One-third of the death rate **was** reduced by greatly reducing mortality from malaria.  
One-third of the death rate **were** reduced by greatly reducing mortality from malaria.
3. Two-thirds of the School **has** gone down with German measles.  
Two-thirds of the School **have** gone down with German measles.
4. Half of this gigantic area **are** mainly under French control.  
Half of this gigantic area **is** mainly under French control.
5. Three-fourths of an acre in the heart of this wilderness right on the mountain top **was** uncultivated.  
Three-fourths of an acre in the heart of this wilderness right on the mountain top **were** uncultivated.
6. Some of the nervous tissue of an animal **was** used to cure rabies.  
Some of the nervous tissue of an animal **were** used to cure rabies.
7. The vast majority of the country **carry** on with its traditional ways as it has been doing for the past 2000 years.  
The vast majority of the country **carries** on with its traditional ways as it has been doing for the past 2000 years.

#### RULE 8.

##### Quantity / Amount and Verb or Helping Verb

(i) Use a singular verb with **distances, periods of time, sums of money, etc.** when considered as a unit.

- Three miles **are** too far to walk.  
Three miles **is** too far to walk.
- Ten dollars **is** a high price to pay.  
Ten dollars **are** a high price to pay.

##### Exception:

- Ten dollars **were** scattered on the floor.  
Ten dollars **was** scattered on the floor.

#### RULE 9.

##### Adjective with Article "The" and V or H. V

Nominal (**the poor, the rich, the brave, etc.**) is a word or a group of words which functions as a noun. Such nouns, when used as subject, are always followed by a plural verb and helping verb.

- The poor are getting poorer.



## UNIT -1

## AGREEMENT MISTAKES

### TEXTUAL SUPPORT:

1. Through love, the dead **ris**es to life.  
Through love, the dead **rise** to life.
2. The rich at the upper level **get** a golden chance first.  
The rich at the upper level **gets** a golden chance first.
3. The French **have** failed hopelessly with enormous loss of life and money owing to the ravages of malaria and yellow fever.  
The French **has** failed hopelessly with enormous loss of life and money owing to the ravages of malaria and yellow fever.

### RULE 10.

#### Agreement between Noun and Pronoun

Use third person pronouns

**"They, He, She, It"**

for all kinds of nouns i.e. singular, plural, masculine or feminine.

#### **Noun**

1. Ali teaches. (Noun- Masculine)
2. Alia teaches. (Noun- Feminine)
3. The baby cries. (Noun- Singular)
4. The boys laugh. (Noun- Plural)

#### **Pronoun**

1. He teaches. (3<sup>rd</sup> Person Pronoun- Masculine)
2. She teaches. (3<sup>rd</sup> Person Pronoun- Feminine)
3. It cries. (3<sup>rd</sup> Person Pronoun- Singular)
4. They laugh. (3<sup>rd</sup> Person Pronoun- Plural)

#### **Example:**

- The mothers should realize that **you** are responsible citizens.  
The mothers should realize that **they** are responsible citizens.

### TEXTUAL SUPPORT:

1. The boy must take **himself** by the collar.  
The boy must take **yourself** by the collar.
2. The author dreams that **one** is dead and is going up and up.  
The author dreams that **he** is dead and is going up and up.
3. Man's life is so full of worries and cares that **they** cannot even stand and look up at things.  
Man's life is so full of worries and cares that **he** cannot even stand and look up at things.
4. The whole building shook as if it **was** being lifted off our foundations.  
The whole building shook as if it **were** being lifted off our foundations.
5. The disease was caused by living organisms so small that **it** could not be seen with the naked eye.  
The disease was caused by living organisms so small that **they** could not be seen with the naked eye.
6. The woman did not ask the boy anything about where **they** lived.  
The woman did not ask the boy anything about where **he** lived.

## UNIT -1

### RULE 11.

#### Agreement between Noun

To show the possession of person possessive adjective

Adjective

1<sup>st</sup> { m  
o

2<sup>nd</sup> { y

3<sup>rd</sup> {

#### **Example:**

- A boy should mi  
A boy should mi

- (A) Everyone shoul
- (B) Everyone shoul
- (C) Everyone shoul
- (D) Everyone shoul

### TEXTUAL SUPP

1. His recollecti  
His recollecti
2. Chips had ch  
Chips had ch
3. Chips murn  
Chips murn
4. He liked to  
him.  
He liked to  
him.

### RULE 12.

#### Agreement

#### **Nouns:**

- (1) Humans
- (2) Animals
- (3) Non-liv



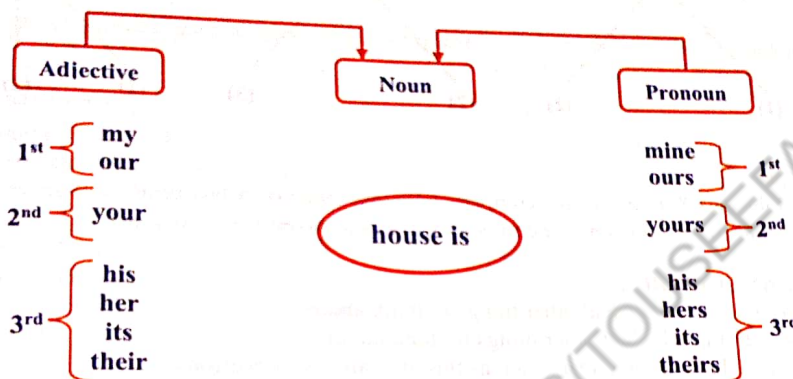
## UNIT -1

### RULE 11.

## AGREEMENT MISTAKES

### Agreement between Noun and Possessive Adjective

To show the possession of all the singular and plural, male or female nouns, we use the third person possessive adjectives "**their, his, her, its**".



### Example:

- A boy should mind **your** own business.
- A boy should mind **his** own business.

- (A) Everyone should mind his own business.
- (B) Everyone should mind her own business.
- (C) Everyone should mind his/her own business.
- (D) Everyone should mind their own business.

### TEXTUAL SUPPORT:

1. His recollections lost much of **its** flavor when they were written down.  
His recollections lost much of **their** flavor when they were written down.
2. Chips had chanced to strike the Riviera during one of **its** carefully unadvertised cold spells.  
Chips had chanced to strike the Riviera during one of **his** carefully unadvertised cold spells.
3. Chips murmured, after a pause, and in a voice that surprised him by **his** weakness.  
Chips murmured, after a pause, and in a voice that surprised him by **its** weakness.
4. He liked to smile and exchange a few words with the boys when they touched **his** caps to him.  
He liked to smile and exchange a few words with the boys when they touched **their** caps to him.

### RULE 12.

### Agreement between Noun and Relative Pronoun

#### Nouns:

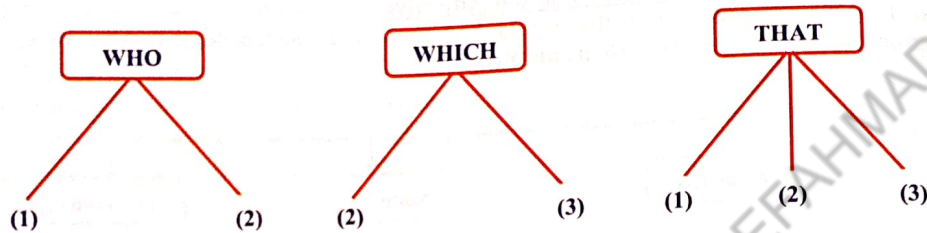
- (1) Humans
- (2) Animals
- (3) Non-livings



## UNIT -1

## AGREEMENT MISTAKES

### RELATIVE PRONOUNS:



### Example:

- Is Johnsons & Johnsons the company **who** was taken over last year?
- Is Johnsons & Johnsons the company **which** was taken over last year?

### TEXTUAL SUPPORT:

- It was a tramp **which** had other things to think about.  
It was a tramp **who** had other things to think about.
- Feelings **which** involve fears such as this are called superstitions.  
Feelings **who** involve fears such as this are called superstitions.
- Today most city governments have departments of sanitation **which** keep the cities clean.  
Today most city governments have departments of sanitation **who** keep the cities clean.
- A few stars form groups **who** journey in company, but most of them travel alone.  
A few stars form groups **which** journey in company, but most of them travel alone.

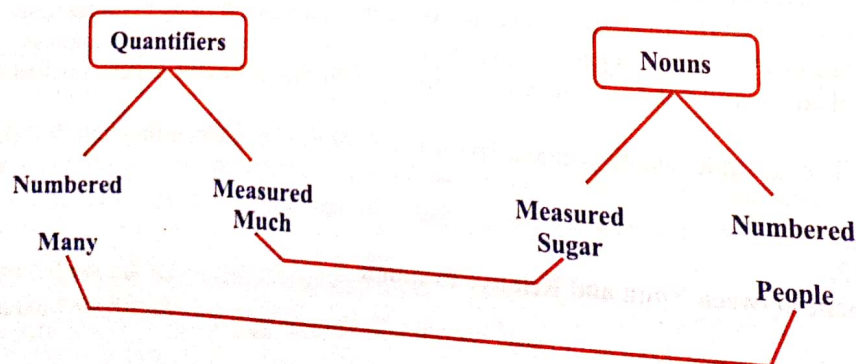
### PAST PAPER QUESTION:

Lucy is the diva which performance as an opera singer is peerless.  
A) B) C) D)

### RULE 13

#### Agreement between Noun and its quantifier

Some nouns (**people**) are numbered, whereas some nouns are measured (**sugar**). According to the rule, there should be an agreement between a noun and its quantifier.



## UNIT -1

### Example:

- A large **amount** of p
- A large **number** of p
- One should not eat
- One should not eat

However, some quant  
a noun.

### TEXTUAL SUPPORT

- A little moments  
A few moments
- Much stars are k  
Many stars are k
- I have cheated c  
I have cheated c
- We read in the  
We read in the
- Isn't it too hot  
Isn't it too hot
- The king sum  
huge amount  
The king sum  
huge amount
- How many ti  
How much ti
- Many boys a  
Much boys

### PAST PAPER C

- There was
- There was
- There was
- There was

### RULE 14.

#### Subject (Phr

### Example:

A single phr  
Opening my

### RULE 15.

#### Inversion c

In sentence



## UNIT -1

## AGREEMENT MISTAKES

## Example:

- A large **amount** of people were there.
- A large **number** of people were there.
- One should not eat **many** sugar.
- One should not eat **much** sugar.

However, some quantifiers, such as **a lot of**, **all**, **some**, can be used to show number or quantity of a noun.

## TEXTUAL SUPPORT:

1. A **little** moments later, she went back into the kitchen to make the salad.  
A **few** moments later, she went back into the kitchen to make the salad.
2. **Much** stars are known which are hardly bigger than the earth.  
**Many** stars are known which are hardly bigger than the earth.
3. I have cheated death **many** times.  
I have cheated death **much** times.
4. We read in the Bible of **many** cases of famine.  
We read in the Bible of **much** cases of famine.
5. Isn't it too hot for you to do **many** walking?  
Isn't it too hot for you to do **much** walking?
6. The king summoned the father and mother of the boy, **whose** consent he got by giving them a huge amount of wealth.  
The king summoned the father and mother of the boy, **which** consent he got by giving them a huge amount of wealth.
7. How **many** time do you spend on homework at home?  
How **much** time do you spend on homework at home?
8. **Many** boys are obliged to drop out for the lack of a little money.  
**Much** boys are obliged to drop out for the lack of a little money.

## PAST PAPER QUESTION:

- A) There was much cheering and singing, and a bread fighting across the Dining Hall.
- B) There was much cheering and singing, and a bread fight across the Dining Hall.
- C) There was more cheer and singing, and a bread fighting across the Dining Hall.
- D) There was much cheer and singing, and a bread fighting across the Dining Hall.

(2014)

## RULE 14.

Subject (Phrase or Clause) and V or H.V

## Example:

A single phrase or a single clause used as a subject takes singular verb or helping verb.  
Opening my presents was exciting.

## RULE 15.

Inversion of Helping Verb and Subject

In sentences beginning with **here** or **there**, the true subject follows the verb.



## UNIT -1

## AGREEMENT MISTAKES

### Example:

- There **is** four hurdles to jump.  
There **are** four hurdles to jump.
- There **has** been a number of cases of diphtheria in the area.  
There **have** been a number of cases of diphtheria in the area.

### TEXTUAL SUPPORT:

- Here **lie** a man who told nothing but truth.  
Here **lies** a man who told nothing but truth.
- There **comes** the locusts.  
There **come** the locusts.
- There **were** no other like it in any of the shops.  
There **was** no other like it in any of the shops.
- There **were** much cheering and singing, and a bread fight across the Dining Hall.  
There **was** much cheering and singing, and a bread fight across the Dining Hall.

### RULE 16.

#### Agreement between H.V and form of verb

- (i) We use the present form (1<sup>st</sup> form) of verb with *customs, permanent habits, schedules, announcement* and the following words:  
**do, does, did, shall, will, all the Modal Verbs, often, always, usually, daily, etc.**

#### Example:

- We had better define the basic principles first.

- (ii) We use the past form (2<sup>nd</sup> form) of verb with the following words:  
**ago, last, yesterday, when, before, just, in + past time, etc.**

#### Example:

- Her husband died many years ago.

- (iii) We use the past participle (3<sup>rd</sup> form of verb) with the following words:  
**has, have, had, almost, already, just, all Passive Voice, etc.**

#### Example:

- We have already eaten our lunch.

- (iv) We use the present participle (-ing form of verb) with the following words:  
**is, am, are, was, were, shall be, will be, now, at present, all the prepositions, look forward to, with a view to, get used to, averse to etc.**

#### Example:

- It is raining at present.

### TEXTUAL SUPPORT:

- I had better **sharpened** my pencil.  
I had better **sharpen** my pencil.
- As doctors often **does**, I took a trial shot at it as a point of departure.  
As doctors often **do**, I took a trial shot at it as a point of departure.
- You must **excuse** us, doctor, we have her in the kitchen.  
You must **excused** us, doctor, we have her in the kitchen.

## UNIT -1

- People who **have** li  
People who **has** liv
- In those days abou  
In those days abou
- This "new woma  
This "new woma
- Life is brief, and  
Life is brief, and
- Last week I **sent**  
Last week I **had**
- I think I have to  
I think I have to  
School.
- They both look  
They both look
- She **hid** that se  
She had been
- She was cons  
She was cons
- Your Latin a  
ten years ago  
Your Latin a  
ten years ago
- Chips had r  
Chips had r
- Instead of t  
Instead of t
- In 1919, th  
In 1919, th

### PAST PAPER

1. When a l

expenses

2.  
A) Foreign  
B) Foreign  
C) Foreign  
D) Foreign
3.  
A) He wil  
B) He wil  
C) He wi  
D) He wi



## UNIT -1

### AGREEMENT MISTAKES

4. People who **have** lived a century ago probably enjoyed eating as much as we do today.  
People who **has** lived a century ago probably enjoyed eating as much as we do today.
5. In those days about seven out of eight babies **had died** before reaching their first birthday.  
In those days about seven out of eight babies **died** before reaching their first birthday.
6. This "new woman" business, would **repelled** him.  
This "new woman" business, would **repell** him.
7. Life is brief, and you might **passed** away before I had finished.  
Life is brief, and you might **pass** away before I had finished.
8. Last week I **sent** a dozen photographs of myself, signed, to a charity bazaar.  
Last week I **had sent** a dozen photographs of myself, signed, to a charity bazaar.
9. I think I have told you years ago that I wanted the new style **used** throughout the School.  
I think I have told you years ago that I wanted the new style **to be used** throughout the School.
10. They both looked at **each other**, startle by all they just finish saying.  
They both looked at **one another**, startle by all they just finish saying.
11. She **hid** that sore throat for three days.  
She had been **hiding** that sore throat for three days.
12. She was conscious of **shaken** her head but couldn't stop.  
She was conscious of **shaking** her head but couldn't stop.
13. Your Latin and Greek lessons are exactly the same **as** they were when I was beginning here ten years ago.  
Your Latin and Greek lessons are exactly the same **that** they were when I was beginning here ten years ago.
14. Chips had received his farewell presentations and **made** a speech in July, 1913.  
Chips had received his farewell presentations and **had made** a speech in July, 1913.
15. Instead of **taken** off full blast as he had hoped, the boy fell on his back on the sidewalk.  
Instead of **taking** off full blast as he had hoped, the boy fell on his back on the sidewalk.
16. In 1919, there **had been** only one railway in Turkey.  
In 1919, there **was** only one railway in Turkey.

### PAST PAPER QUESTIONS:

1. When a low-wage category worker finds he has to maintain a large family, his expenses may exceeds his income.  
A) B) C) D)
2.  
A) Foreign trade have assumed greater importance in recent years.  
B) Foreign trade is assumed greater importance in recent years.  
C) Foreign trade shall assumed greater importance in recent years.  
D) Foreign trade has assumed greater importance in recent years.
3.  
A) He will has to deal with the problem by showing adroitness.  
B) He will have to deal with the problem by showing adroitness.  
C) He will had to deal with the problem by showing adroitness.  
D) He will having to deal with the problem by showing adroitness.



## AGREEMENT MISTAKES

### UNIT -1

4.

- A) He does possesses altruistic behavior.
- B) He does possess altruistic behavior.
- C) He does possessing altruistic behavior.
- D) He does possessed altruistic behavior.

5.

- A) Are you noticed the peach blossoms?
- B) Have you noticed the peach blossoms?
- C) Will you noticed the peach blossoms?
- D) Were you noticed the peach blossoms?

6.

- A) Does anybody knows why the latitudes close to the equator are called the horse latitudes?
- B) Do any body knows why the latitudes close to the equator are called the horse latitudes?
- C) Does anybody knows why the latitudes close to the equator are called the horse latitudes?
- D) Does anybody know why the latitudes close to the equator are called the horse latitudes?

7.

- A) I should had business acumen.
- B) I should have business acumen.
- C) I should has business acumen.
- D) I should may have been business acumen.

8.

- A) It was cold and foggy, and he dared not to going out.
- B) It was cold and foggy, and he dared not for going out.
- C) It was cold and foggy, and he dared not go out.
- D) It was cold and foggy, and he dared not to gone out.

9.

- A) Tourism is burgeoned over the last fifteen years.
- B) Tourism will burgeoned over the last fifteen years.
- C) Tourism have burgeoned over the last fifteen years.
- D) Tourism has burgeoned over the last fifteen years.

10.

- A) I am looking forward to secure excellent marks in MDCAT.
- B) I am looking forward to securing excellent marks in MDCAT.
- C) I am looking forward securing excellent marks in MDCAT.
- D) I am looking forward secure excellent marks in MDCAT.

11.

- A) Something had happened, something whose ultimate significance had yet to bereckon.
- B) Something had happened, something whose ultimate significance had yet was reckon.
- C) Something had happened, something whose ultimate significance had yet to bereckoned.
- D) Something had happened, something whose ultimate significance had yet reckoned.

12.

- A) His faculties were all unimpairment, and he had no personal worries of any kind.
- B) His faculties were all unimparing, and he had no personal worries of any kind.
- C) His faculties were all unimpaired, and he had no personal worry of any kind.
- D) His faculties were all unimpaired, and he had no personal worries of any kind.

### UNIT -1

#### Appendices

#### Point-1

i) Either, neither, each

- Every one of the  
Every one of the
- Many a man h  
Many a man h

#### TEXTUAL SUP

1. Everyone we  
Everyone w

#### Point-2

A collective r  
beused with e

- The team  
The team

#### Point-3

Two nouns

- Every  
Every

#### Point-4

When w

- Non

When v  
people  
formal

None

Infor

KETS



## UNIT -1

### Appendices

## AGREEMENT MISTAKES

### Point-1

1) Either, neither, each, everyone, many a, etc. must be followed by a singular verb.

- Every one of the boys **love** to ride. (Incorrect)  
Every one of the boys **loves** to ride. (Correct)
- Many a man **have** succumbed to this temptation. (Incorrect)  
Many a man **has** succumbed to this temptation. (Correct)

### TEXTUAL SUPPORT:

1. Everyone **were** certain that the East End lads would be hooligans.  
Everyone **was** certain that the East End lads would be hooligans.

### Point-2

A collective noun such as jury, committee, audience, team, crowd, family, population may be used with either a singular verb or a plural verb.

- The team **is** playing better this season. (Correct) (As a group)  
The team **are** playing better this season. (Correct) (As individuals)

### Point-3

Two nouns qualified by **each or every**, even though connected by **and**, require a singular verb.

- Every boy and every girl **were** given a packet of sweets. (Incorrect)  
Every boy and every girl **was** given a packet of sweets. (Correct)

### Point-4

When we use **none of** with a mass noun, the verb is in the singular.

- None of the work **were** done. (Incorrect) None of the work **was** done. (Correct)

When we use **none of** with a plural noun or pronoun, or a singular noun referring to a group of people or things, we can use either a singular or a plural verb. The **singular form** is used in a **formal** style in **British** English.

None of the trains **is** going to London. (Formal) None of the trains **are** going to London. (Informal)



## AGREEMENT MISTAKES

### UNIT -1

#### Point-5.

"A number/variety of" takes a plural verb, whereas "The number/ variety of" takes a singular verb.

- A number of our offices **is** now located in suburban malls. (Incorrect)  
A number of our offices **are** now located in suburban malls. (Correct)
- The number of people employed in agriculture **have** fallen in the last decade. (Incorrect)  
The number of people employed in agriculture **has** fallen in the last decade. (Correct)

#### Point-6

Some words such as **poultry, cattle, police, vermin, gentry, clergy, etc.** are always plural and take a plural verb or helping verb.

- The cattle **is** the most important livestock. (Incorrect)  
The cattle **are** the most important livestock. (Correct)
- The police **is** advising the people to stay at home. (Incorrect)  
The police **are** advising the people to stay at home. (Correct)



# 2 UNIT

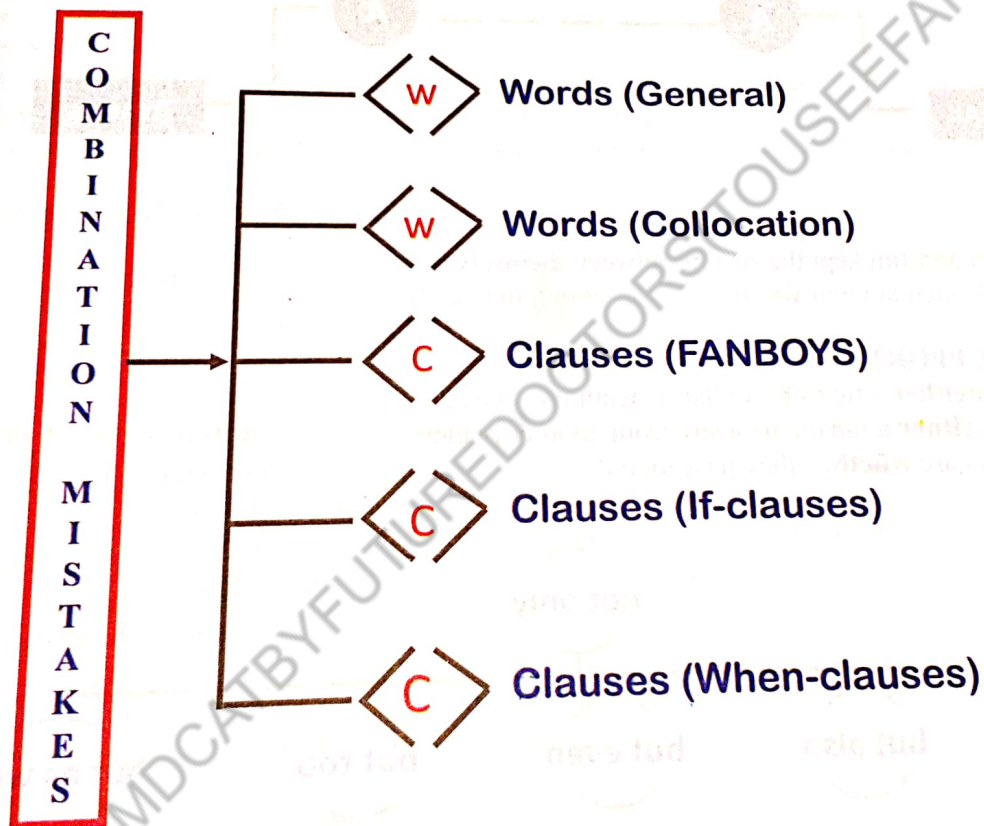
## COMBINATION MISTAKES

Combination means two different words or clauses that exist together or are used or put together. Following is the description of some combinations of words and clauses:

- Combination of words (general)
- Combination of clauses (FANBOYS)
- Combination of words (collocation)
- Combination of sentences (conditional and Time-Clauses)

### COMBINATION MISTAKES

Combination means two different words or clauses that exist together or are used or put together.



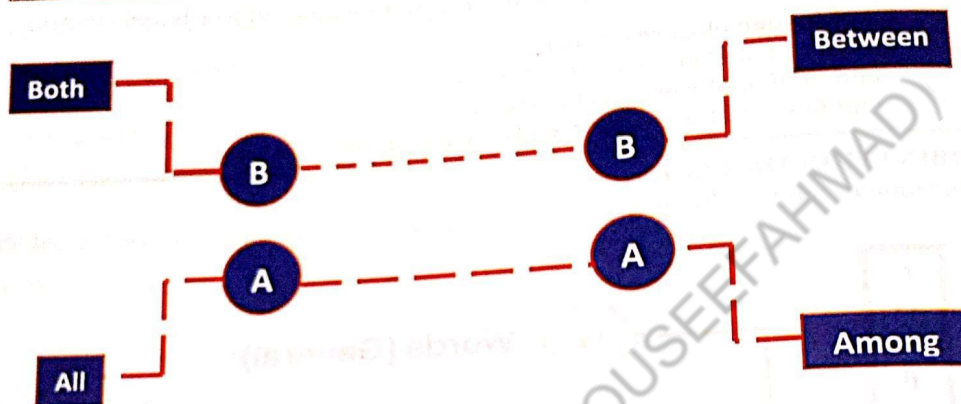


## COMBINATION MISTAKES

### UNIT -2

#### GENERAL WORDS COMBINATION OF WORDS

neither	nor	either	or
whether	or	both	between
all	among		

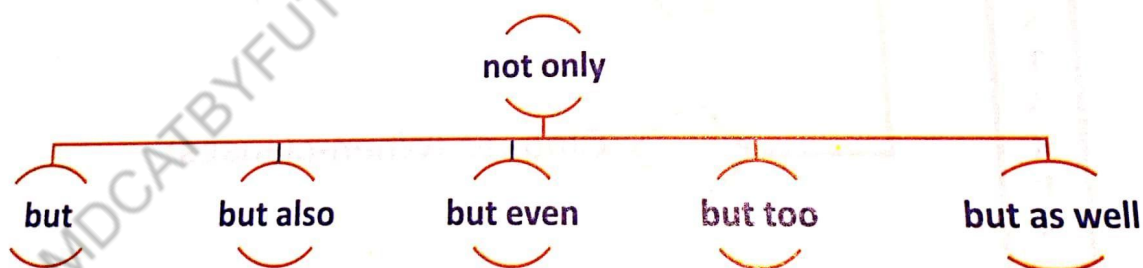


#### Examples:

- **Both** Della **and** Jim kept the secrets **between** themselves.
- **All** the collected amount was distributed **among** the needy.

#### TEXTUAL SUPPORT

- There was **neither** a tie **nor** a collar beneath the sweater.
- Kreton was **either** a lunatic **or** a spy from another planet.
- They do not care **whether** they pass **or** fail.



#### TEXTUAL SUPPORT

- Wool and silk were woven **not only** in Cordova **but** in Malaga, Almeria and other centers.
- The population has been reduced **not only** by famine **but also** by war.
- Political control **not only** stopped the exodus **but even** reduced the population.
- The Chinese experiment concerns **not only** Asia **but** the West **too**.
- He gets **not only** a mighty poor living **but** a mighty poor education **as well**.



## UNIT -2

## COMBINATION MISTAKES

## Quiz

Both the mother as well as father felt embarrassed.

too	to	such	noun
from	to	so	adjective
lest	should		

## TEXTUAL SUPPORT

- Isn't it **too** hot for you **to** do much walking.
- I carried a basket of dishes **from** my home **to** his.
- From** January **until** April, my father had gone to many doctors.
- Pay for the salt **lest** it **should** become a custom.
- As often, in **such cases**, they were not telling me more than they had to.
- The ground was **so stiff** and hard that he made slow progress.

## Quiz

## Correct the following

- Water had to be carried a considerable distance from the well till the home.
- The storm when it struck was very great to be avoided.
- The morning wind just at the break of day in August was such good to breathe.

## Combination of words (General)

Much	2 <sup>nd</sup> Degree	Such	as
Very	1 <sup>st</sup> Degree	Although	,
Those	who		

## TEXTUAL SUPPORT

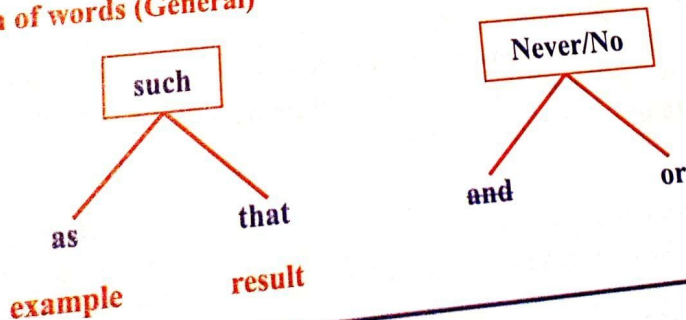
- It could be **much worse**.
- The James Dillingham Youngs were **very proud** of two things.
- These people were enjoying the music more than **those who** sat inside.
- She had been lying in order to escape **such** an outcome **as** this.
- Although** his lips moved, he could not even say that.

## Quiz

## Correct the following

- He looked much thin and he was not smiling.
- It could have been very worse.

## Combination of words (General)

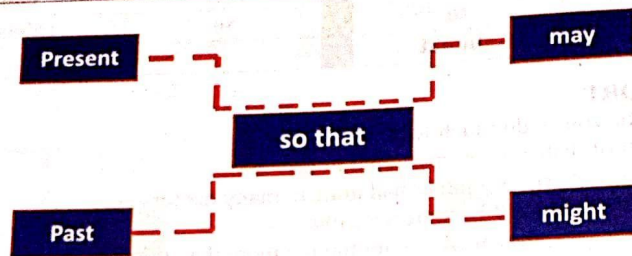




## UNIT -2

## COMBINATION MISTAKES

so that	may	such	that
so that	might	no/not/never	or
such	as		



### TEXTUAL SUPPORT

- He works hard **so that** he **may** succeed.
- She searched the town **so that** she **might** purchase gift for Jim.
- Della could **not** eat **or** sleep properly the whole night.
- Of all **those who** give and receive gifts **such as** they are the wisest.
- He looked **such** a dandy **that** Tonga-wala raced towards him.

### Quiz

#### Correct the following

1. It's not half such an awful place—like you imagine.
2. The ground was very stiff and hard that the quack made slow progress.
3. Some people were sending the oddest things, such that magazines twenty years old, guides to the Lake District, etc.
4. There were such military khaki overcoats that are found at the secondhand clothes' shops.
5. I am certain that the good Lord never intended their son to be a physician, nor a dentist, and an engineer.

### Combination of words (General)

As soon as	,	Hardly	When
No sooner	Than	Scarcely	When
2 <sup>nd</sup> Degree	Than		

### TEXTUAL SUPPORT

- **As soon as** they were brought, he tied up the woman throat.
- **Hardly** had he reached half way **when** a truck came from behind.
- I was **scarcely** twelve **when** I entered the regions of examinations.
- Norma got up **earlier than** usual to make pancakes.

## UNIT -2

### Quiz

#### Correct the following

1. I bet she is smarter from
2. As soon as Laura had
3. As soon as she saw it
4. Because it was so pla
5. As soon as they were
6. As soon as you open
7. As soon as the doct

### Combination of Wo

as if
-------

### TEXTUAL SUP

- I went on **as if**
- I threw the ba
- **I wish I were**
- **Would that**

### Quiz

#### Correct the fol

1. The whole b
2. The tissues c
3. The writer h

### Combination

th
----

### TEXTUAL

- **Those**
- The les
- China
- He wo
- Each

### Quiz

#### Correct

1. Later
2. The c



## UNIT -2

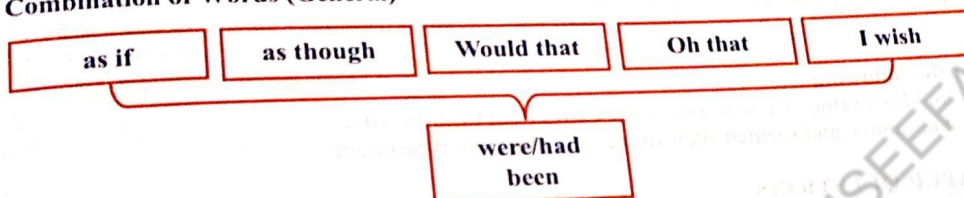
## COMBINATION MISTAKES

### Quiz

#### Correct the following

1. I bet she is smarter from you are.
2. As soon as Laura had left the house it started to rain.
3. As soon as she saw it than she knew that Jim must have it.
4. Because it was so plain and simple you knew that it was very valuable.
5. As soon as they were brought then he tied up the woman's throat.
6. As soon as you open a culture plate than you are asking for trouble.
7. As soon as the doctor did it when the child let out a scream.

#### Combination of Words (General)



#### TEXTUAL SUPPORT

- I went on **as if I had been** prompted to lie about it.
- I threw the ball of money **as if I were** doing a conjuring trick.
- **I wish I were** dead myself.
- **Would that** spring **were** always there in our life.

### Quiz

#### Correct the following

1. The whole building shook as if it was being lifted off its foundations.
2. The tissues of his body drew tight as if he was standing at the center of a vacuum.
3. The writer holds the oyster in front of him as if it was an egg.

#### Combination of words (General)

those	who	rather	than
the same	as	nothing	but
than	any other		

#### TEXTUAL SUPPORT

- **Those who** ran cannot even walk.
- The lessons are exactly **the same as** they were in the past.
- China is more populated **than any other** country.
- He would **rather** stay at home **than** go to the party.
- Each letter contained **nothing but** a blank sheet of paper.

### Quiz

#### Correct the following

1. Later nothing remained and a faint luminosity buried beneath darkness.
2. The queen knew her hair was more beautiful than any queen's jewels.



## UNIT -2

## COMBINATION MISTAKES

as	clause	despite	phrase
although	clause	in spite of	phrase
like	phrase	as + adjective	as

### TEXTUAL SUPPORT

- **Despite** his long years of teaching, he could not perform as a scholar.
- **Although** they finally agreed, they did their best to go without him.
- Choose your carrier **as** you wish.
- Hours seemed to pass **like** lazy cattle.
- Chips was taken to the Great Exhibition **as** a toddling child.
- Chips often thought **as** he sat by the fire.

### Quiz

Correct the following

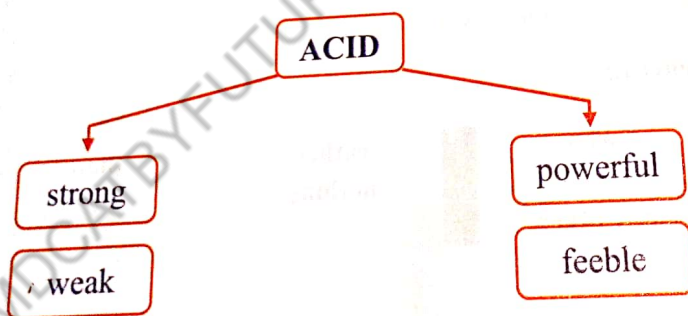
1. This would not bring as much something I am going to show you.
2. She did not move and seemed such strong as a heifer in appearance.

### PAST PAPER QUESTIONS

- A) He walked as though he is lame.
- B) He walked as though he was lame.
- C) He walked as though he were lame. (2010)
- D) He walked as though he may have been lame.

### COLLOCATION:

The combination of words formed when two or more words are often used together in a way that sounds correct. (Cambridge Dictionary)



### EXAMPLE:

Hydrochloric Acid is a strong acid whereas Boric Acid is a weak acid.

### RULE 1:

The words '**make**' and '**do**' should be used according to their proper collocation. **Do** generally refers to the action itself, and **make** usually refers to the results.

## UNIT -2

- Each star makes its
- You can make better
- I tried to make living

- It **did** more h
- No words ca

### General Collo

Do take care w  
keep, pay, go, c

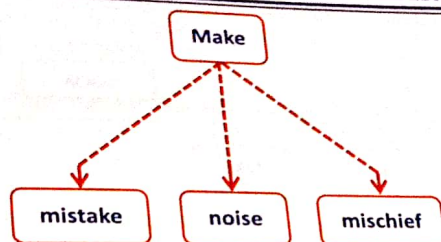
### make

- Noi
- Mis
- Mi
- An
- Pr
- D

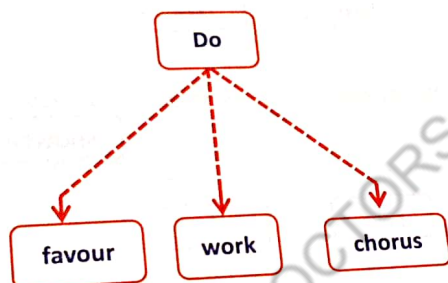


## UNIT -2

### COMBINATION MISTAKES



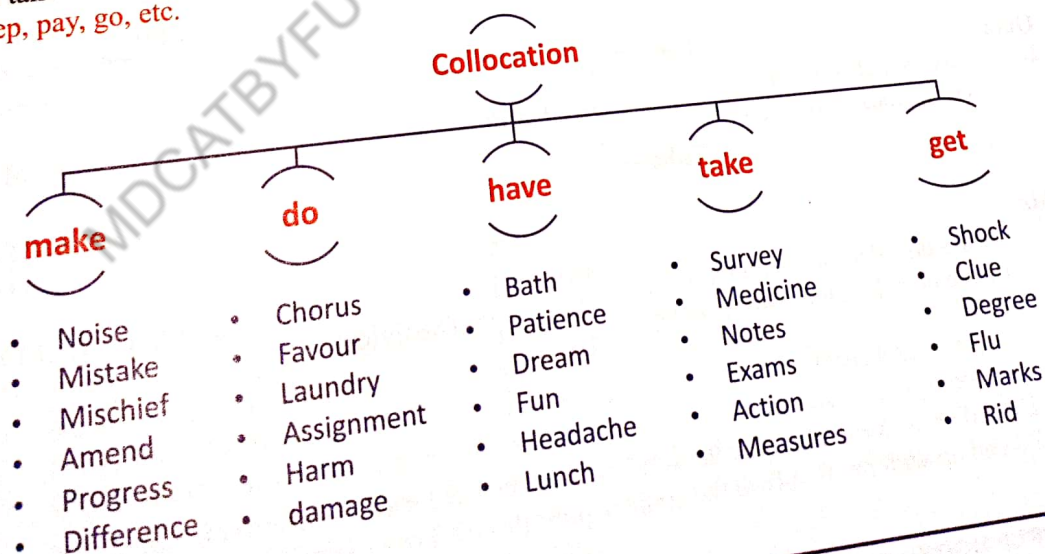
- Each star makes its voyage in complete loneliness.
- You can make better use of scientific method in your everyday living.
- I tried to make living here.



- It **did** more harm to white cells than good.
- No words can **do justice** to the experience.

### General Collocations

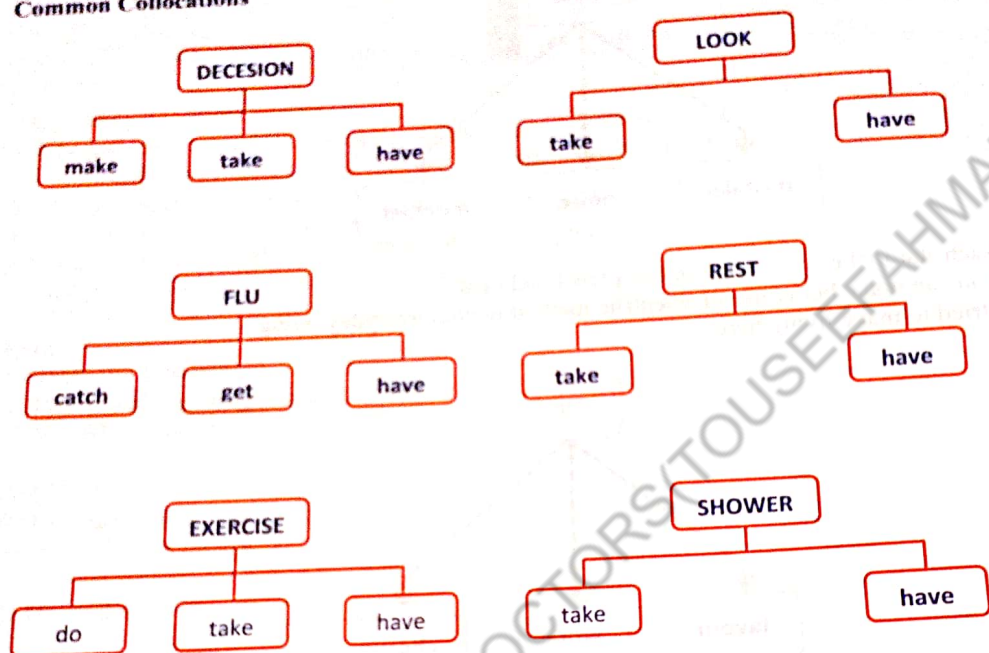
Do take care while using the collocation of certain words like **fast, quick, have, take, get, catch, keep, pay, go, etc.**





## UNIT -2

### Common Collocations



### TEXTUAL SUPPORT

#### Quiz

1. He followed them closely hoping to keep a glimpse of their faces.  
He followed them closely hoping to **keep** a glimpse of their faces.

Get  
Have  
Take  
Catch } Glimpse

#### Quiz

2. Give a look at yourself.  
**Give** a look at yourself.

Have  
Take } Look

#### Quiz

3. Please do a decision without delay.  
Please **do** a decision without delay.

Make  
Have  
Take } Decision

#### Quiz

4. I'd end up with my family at the country poor farm if I tried to **do** a living here.  
I'd end up with my family at the country poor farm if I tried to make a living here.

## COMBINATION MISTAKES

## UNIT -2

### COORDINATING CONJUNCTIONS COMBINATION OF CLAUSES



### CUMULATIVE

- (i) Julie has a guitar
- (ii) She plays it well

Julie has a guitar

### More Emphasis

- both—and
- not only—but

### ADVERSATIVE

- (i) He made a mistake
- (ii) I never made one

(ii) He made a mistake

### More Emphasis

- yet

### TEXTUAL SUPPORT

1. I tried to do a living here.

2.

3.

4.



## UNIT -2

### COORDINATING CONJUNCTION COMBINATION OF CLAUSES

### COMBINATION MISTAKES

#### CUMULATIVE

Conjunctions that add one statement to another.

#### ADVERSATIVE

Conjunctions that express contrast between two statements.

#### ALTERNATIVE

Conjunctions that express a choice between two alternatives.

#### ILLATIVE

Conjunctions that express an inference (result)

CUMULATIVE adds one statement to the other.

- (i) Julie has a guitar.
- (ii) She plays it well.

Julie has a guitar **and** she plays it really well

#### More Emphatic

- both—and
- not only—but also

ADVERSATIVE expresses contrast between two statements.

- (i) He made me another plough.
- (ii) I never liked the second one.

(ii) He made me another plough, **but** I never liked the second one.

#### More Emphatic

- yet

### TEXTUAL SUPPORT

1. It had a long strap, \_\_\_\_ she carried it slung across her shoulder.
2. It had a long strap, **and** she carried it slung across her shoulder.
3. Today our city streets are paved and well-drained, \_\_\_\_ they are cleaned regularly.
4. Today our city streets are paved and well-drained, **and** they are cleaned regularly.
5. It was an area notorious for sandstorms \_\_\_\_ for dried-up waterholes.
6. It was an area notorious for sandstorms **as well as** for dried-up waterholes.
7. We both sat down \_\_\_\_ looked at each other.
8. We both sat down **and** looked at each other.



## COMBINATION MISTAKES

### UNIT -2

5. I tried to hold myself, \_\_\_\_\_ I couldn't do it.  
I tried to hold myself, **but** I couldn't do it.
6. You thought I was going to say, \_\_\_\_\_ I didn't snatch people's pocketbooks.  
You thought I was going to say, **but** I didn't snatch people's pocketbooks.

**ADVERSATIVE** expresses a choice between two alternatives.

- (i) Would you like a coffee?
- (ii) Would you like a tea?

Would you like a coffee **or** a tea?

#### More Emphatic

- either—or
- neither—nor

#### TEXTUAL SUPPORT

1. Beneath the scarf there was \_\_\_\_\_ a tie nor a collar.  
Beneath the scarf there was **neither** a tie nor a collar.
2. Was it only the century, \_\_\_\_\_ was it an epoch?  
Was it only the century, **or** was it an epoch?
3. Life can exist where the temperature is neither too hot \_\_\_\_\_ too cold.  
Life can exist where the temperature is neither too hot **nor** too cold.
4. The stolid creature, scarcely feeling the blow, merely moved a step \_\_\_\_\_ two forward.  
The stolid creature, scarcely feeling the blow, merely moved a step **or** two forward.
5. The travelers now had neither food \_\_\_\_\_ water.  
The travelers now had neither food **nor** water.

**ILLATIVE** expresses an inference or result

- (i) Anna needed some money.
- (ii) She took a part-time job.

Anna needed some money **so** she took a part-time job.

#### Other Words

- for
- thus
- therefore
- that's why

#### TEXTUAL SUPPORT

1. These people outside seemed to be enjoying the music, \_\_\_\_\_ they were listening in silence.  
These people outside seemed to be enjoying the music, **for** they were listening in silence.
2. He thought of the Gulistan as one of the bibles of the world, \_\_\_\_\_ he found in it the universality of moral law.

### UNIT -2

- He thought of the C  
universality of moral  
3. They looked disapp  
They looked disapp  
4. He pushed down th  
He pushed down th  
5. Their culture plat  
Their culture plat

F
for

**FANBOYS** is a handy  
for, and, nor, but, or,  
FANBOYS can conn

#### Words:

- I am almost dre

#### Phrases:

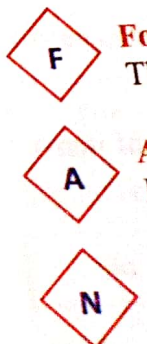
- My socks are i

#### Clauses:

- They smell re  
Notice the comm  
You should alwa

complete thou  
You wore a love  
My hamster lov

complete tho  
You wore a lo  
My hamster





## UNIT -2

### COMBINATION MISTAKES

He thought of the Gulistan as one of the bibles of the world, **for** he found in it the universality of moral law.

3. They looked disappointed, **\_\_\_\_\_** he had come empty-handed.  
They looked disappointed, **for** he had come empty-handed.
4. He pushed down the top wire, **\_\_\_\_\_** he could cross the fence.  
He pushed down the top wire, **so** he could cross the fence.
5. Their culture plates were never contaminated, **\_\_\_\_\_** the air was too pure.  
Their culture plates were never contaminated, **for** the air was too pure.

F	A	N	B	O	Y	S
for	and	nor	but	or	yet	so

**FANBOYS** is a handy mnemonic device for remembering the coordinating conjunctions: for, and, nor, but, or, yet, so.

FANBOYS can connect **words**, **phrases**, and **clauses**, like this:

#### Words:

- I am almost dressed **and** ready.

#### Phrases:

- My socks are in the living room **or** under my bed.

#### Clauses:

- They smell really bad, **so** they will be easy to find.

Notice the comma in the final example.

You should always have a **comma** before **FANBOYS** that join two independent clauses.

**complete thought** → **FANBOY** → **not a complete thought**  
You wore a lovely hat **but** didn't wear anything else.

My hamster loved to play **and** often ate marshmallows.

**complete thought** → **FANBOY** → **complete thought**  
You wore a lovely hat, **but** you didn't wear anything else.

My hamster loved to play, **so** I gave him a hula-hoop.



#### **For: Reason:**

There was no use of Hubert's, **for** nobody believes him.



#### **And: Addition:**

It had a long strap, **and** it slung across her shoulder.



#### **Nor: Option:**

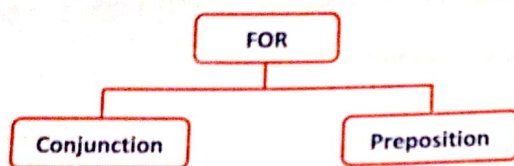
You are not completely asleep **nor** completely awake.  
The women did not watch the boy, **nor** did she watch her purse.



## UNIT -2

## COMBINATION MISTAKES

- B But: Contrast:**  
Norma tried to lift it off, **but** it was locked in place.
- O Or: Option:**  
You will dig the grave, **or** before the king shall you go.
- Y Yet: Contrast:**  
Everybody was concerned, **yet** Kathrine persisted.
- S So: Conclusion:**  
The doors of the other rooms were open, **so** they were not alone.



### For (Preposition)

Used to show who is intended to have or use something.

#### Example:

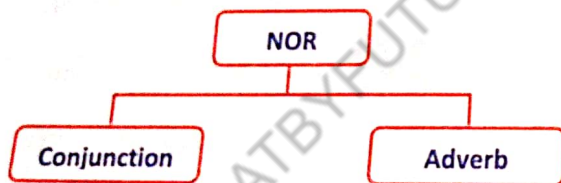
There is a letter **for** you.

### For (Conjunction)

Used to introduce the reason for something mentioned in the previous statement.

#### Example:

We listened eagerly, **for** he brought news of our families.



### Nor (Conjunction)

Used as a function word to introduce the second and each following members of a series of items each of which is negated.

#### Example:

It was not done by you **nor** me nor anyone else.

### Nor (Adverb)

#### Example:

She doesn't like them and **nor** does Jeff.

## UNIT -2

## COMBINATION C

Coordinating

SUBORDINATE  
Complex sentence

If

If you push the

When

When the pho

Before

Before Chip

Although

Although

Because

Because

Since

Since

For h

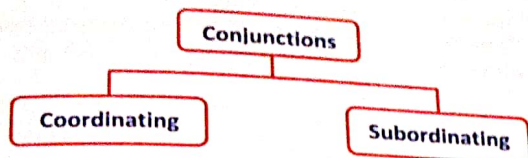
As



## UNIT -2

### COMBINATION OF CLAUSES

### COMBINATION MISTAKES



#### SUBORDINATING CONJUNCTION

Complex sentences beginning with subordinating clauses are separated by "comma".

If Clause , Clause

If you push the button, someone will die.

When Clause , Clause

When the phone rang, she picked up the receiver.

Before Clause , Clause

Before Chips could walk, they considered themselves engaged.

Although Clause , Clause

Although his lips moved, he could not even say that.

Because Clause , Clause

Because it was so simple, it was very valuable.

Since Clause , Clause

Since germs are alive, germs can be killed.

For Clause , Clause

For he returned empty handed, they looked disappointed.

As Clause , Clause

As she opened the door, she saw the package.



## UNIT -2

## Phrase or Clause?

1. dogs
2. bark
3. at night
4. Dogs bark at night.

## Rule 2.

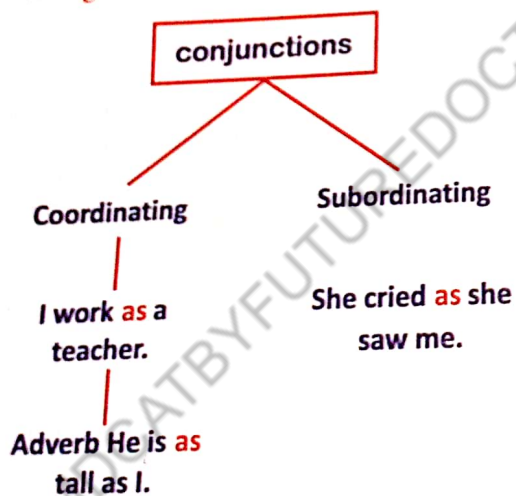
- Use a complete clause after a subordinating conjunction (Although).
- Use a phrase after a preposition (Despite).

## Examples

- *Although* his apology, we were still angry. (Incorrect)
- *Despite* his apology, we were still angry. (Correct)
- *Although* he had apologized, we were still angry. (Correct)

## TEXTUAL SUPPORT

1. *Although* having to use an interpreter, I was able to find out.  
*Despite* having to use an interpreter, I was able to find out.
2. He remained, for instance, a Conservative in politics, *although* all her radical-socialist talk.  
He remained, for instance, a Conservative in politics, *despite* all her radical-socialist talk.
3. We were all, quite apparently, thinking of that, *despite* no one had as yet spoken of the thing.  
We were all, quite apparently, thinking of that, *though* no one had as yet spoken of the thing.
4. *Despite* the watch was so fine, it never had a fine chain.  
*Though* the watch was so fine, it never had a fine chain.



## Example

- He did *like* he was told. (Incorrect)  
He did *as* he was told. (Correct)
- She looks smart *as* her mother. (Incorrect)  
She looks smart *like* her mother. (Correct)

## UNIT -2

## PAST PAPER QUESTIONS

- A) She felt unreal to  
B) She felt unreal a  
C) She felt unreal t  
D) She felt unreal

## TEXTUAL SUPPORT

## Correct the following

1. He had never
2. Like doctors
3. Anything gr
4. The Magi, l
5. The big lea
6. She glarec
7. Locusts v

## PAST PAPER QUESTIONS

- A) As she  
B) Just li  
C) As lik  
D) Just l

## Rule 3:

Until r

## Example

Unle  
Unti

## Example

If  
It  
It



## UNIT -2

### COMBINATION MISTAKES

#### PAST PAPER QUESTION:

- A) She felt unreal **to** the voice informed her of the subway accident.  
B) She felt unreal **as** the voice informed her of the subway accident.  
C) She felt unreal **that** the voice informed her of the subway accident.  
D) She felt unreal **for** the voice informed her of the subway accident.

#### TEXTUAL SUPPORT

##### Correct the following

1. He had never met anyone as her.
2. Like doctors often do, I took a trial shot at it as a point of departure.
3. Anything grown in new ground as this has a better flavor.
4. The Magi, like you know, were wise men.
5. The big leaves fell as yellow rain drops to the ground.
6. She glared at the carton like she unlocked the door.
7. Locusts were going to be as bad weather.

#### PAST PAPERS

- A) As she said, the computer was programmed by Mona.  
B) Just like she said, the computer was programmed by Mona.  
C) As like she said, the computer was programmed by Mona.  
D) Just like she **had** said, the computer was programmed by Mona.

#### Rule 3:

**Until** refers to the point in time, whereas **unless** is used to talk about a situation or condition.

#### Example

**Unless** 1849 the industry had flourished consistently. (Incorrect)  
**Until** 1849 the industry had flourished consistently. (Correct)

#### Example

**If not (unless)**  
It was too steep for my feet to hold **until** I braced myself. (Incorrect)  
It was too steep for my feet to hold **unless** I braced myself. (Correct)

#### COMPLEX SENTENCE

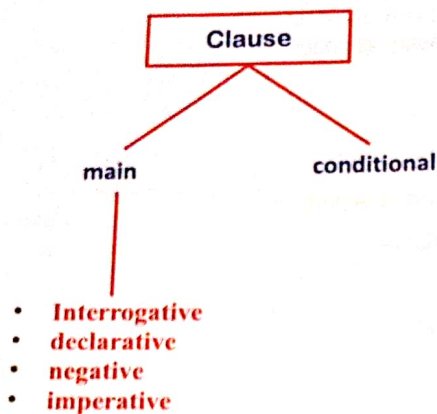
##### Conditional Sentences

Expressing something that must happen or be true if another thing is to happen or be true.



## UNIT -2

### COMBINATION OF CLAUSES CONDITIONAL TYPE - 1



#### Conditional clause

If + subject 1<sup>st</sup> form (s/es)

#### Main clause

Subject + shall/will + 1<sup>st</sup> form

If she turns him loose, will he run away?  
Will he run away If she turns him loose?

#### PROBABLE MISTAKES

1. Will he run away If she **will** turn him loose?
2. Will he runs away If she **turns** him loose?
3. Will he run away If she **turn** him loose?

#### ZERO CONDITIONAL

refers to **general truths**, such as **scientific facts**.

If + subject 1<sup>st</sup> form (s/es)

subject + 1<sup>st</sup> form (s/es)

If He **creates** insects in stones, He **supplies** their food there too.  
If you **heat** water about hundred degree, it **boils**.

#### ALSO NOTE:

##### Imperative conditional sentence

- If you feel inclined, sleep again.
- If you agree, let us buy a piece of cloth for Mehrun's suit.
- If we are to be interrupted, let us be found employing ourselves in something appropriate.
- You should be able to construct a right pretty rocket if you work alone about thirty years.

## COMBINATION MISTAKES

## UNIT -2

### TEXTUAL SUPPORT

1. If the king eats  
If the king eats
2. If we stay here  
If we stay here
3. If I **turned** you  
If I **turn** you
4. If you **push**  
If you **push**
5. If you **didn't**  
If you **don't**
6. If you **do**  
If you **do**
7. If you **ha**  
If you **ha**

### PAST PAPER

1. A) W  
B) W  
C) V  
D) V
2. A)  
B)  
C)  
D)
3. A  
B  
C  
D

### CONJUNCTION

If

• If

If

•



## UNIT -2

### TEXTUAL SUPPORT

### COMBINATION MISTAKES

1. If the king eats one apple from the garden of a subject, his slaves **pull down** the whole tree.  
If the king eats one apple from the garden of a subject, his slaves **will pull down** the whole tree.
2. If we stay here, **we'd** change.  
If we stay here, **we'll** change.
3. If I **turned** you loose, will you run?  
If I **turn** you loose, will you run?
4. If you **pushed** the button, somewhere in the world someone you don't know will die.  
If you **push** the button, somewhere in the world someone you don't know will die.
5. If you **didn't** do what the doctor says, you'll have to go to the hospital.  
If you **don't** do what the doctor says, you'll have to go to the hospital.
6. If you do not dig it, before the king you **would go**.  
If you do not dig it, before the king you **shall go**.
7. If you have no objection, I **send** my mother with the marriage proposal.  
If you have no objection, I **will send** my mother with the marriage proposal.

### PAST PAPER QUESTIONS:

1. A) We will discuss your problem as soon as the committee **will leave**.  
B) We will discuss your problem as soon as the committee **left**.  
C) We will discuss your problem as soon as the committee **may leave**.  
D) **We will discuss your problem as soon as the committee leaves.**
2. A) **When this war is over, no nation will be isolated either in war or in peace.**  
B) When this war is over, no nation will **be either** isolated in war or peace.  
C) When this war is over, no nation will **neither** be isolated in war or in peace.  
D) When this war is over, no nation will **be isolated** in war or in peace.
3. A) When (if) the fact **failed** him, he **questions** his senses.  
B) When (if) the fact **failed** him, he **questioned from** his senses.  
C) **When (if) the fact fails him, he questions his senses.**  
D) He will question his senses, when (if) the fact **will** fail him.

### CONDITIONAL TYPE - 2

If + subject + 2<sup>nd</sup> form



subject + would+ 1<sup>st</sup> form

- If he **got** extra money, it **would go** in the box.  
It **would go** in the box if he **got** extra money.

If + subject + did not + 1<sup>st</sup> form



subject + would+ 1<sup>st</sup> form

- If he **did not dig** the grave, people **would take** him to the king.  
People **would take** him to the king if he **did not dig** the grave.



## UNIT -2

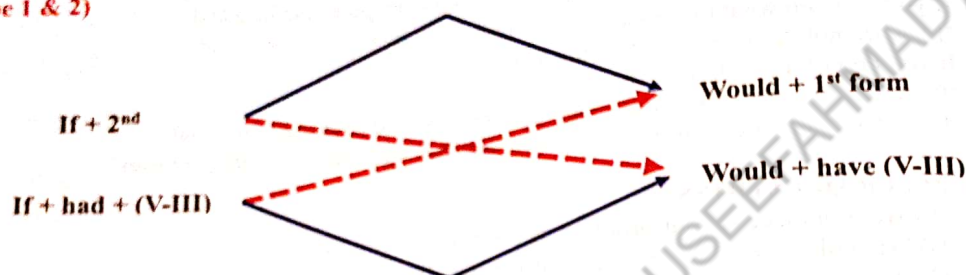
## COMBINATION MISTAKES

if + subject + had (3<sup>rd</sup> form)

subject + would+ have (3<sup>rd</sup> form)

- If it **had been** someone else, I **would have wangled** him.  
I **would have wangled** him if it **had been** someone else.  
**Had it been** someone else, I **would have wangled** him.

### PROBABLE MISTAKES (Type 1 & 2)



### TEXTUAL SUPPORT

- If he returned, he **will** be unharmed.  
If he returned, he **would** be unharmed.
- Had it been someone else, I could easily **wangle** ten rupees.  
Had it been someone else, I could easily **have wangled** ten rupees.
- He would be skating champion all right, if he really **gives** all his time to it.  
He would be skating champion all right, if he really **gave** all his time to it.
- If a queen had lived in the rooms near theirs, Della would wash and dry her hair where the queen **could see** it.  
If a queen **had lived** in the rooms near theirs, Della **would have washed and dried** her hair where the queen could see it.
- If the wheels had been allowed to spin, they **would dig** themselves deeper.  
If the wheels had been allowed to spin, they **would have dug** themselves deeper.
- If I tried to make a living here, I **would have ended** up with my family.  
If I **tried** to make a living here, I **would end** up with my family.
- If a king **lived** in the same house, Jim would have looked at his watch every time they met.  
If a king **had lived** in the same house, Jim would have looked at his watch every time they met.
- If he ever received some extra money, this bonus **will** usually be locked up in a tin box.  
If he ever received some extra money, this bonus **would** usually be locked up in a tin box.

### PAST PAPER QUESTIONS:

- A) If you had asked him, he would **had accepted** the offer with alacrity.
  - B) If you had asked him, he would **have being** accepted the offer with alacrity.
  - C) If you **had asked** him, he would **have accepted** the offer with alacrity.
  - D) If you had asked him, he would **been** accepted the offer with alacrity.
- A) Masood told me that he would hire more salesman if he **is** in my position.
  - B) Masood told me that he would hire more salesman if he **has been** in my position.
  - C) Masood told me that he would hire more salesman if he **has** my position.
  - D) **Masood told me that he would hire more salesman if he had been in my position.**

## UNIT -2

### TIME CLAUSE TIME MARKERS

- When
- Before
- By the time

4

Subject

- Something h  
When he got

5

Subject

- The world  
when you

### PROBABLE When-clause

Subject

S + sh

PAST

1.

2.

3.



## UNIT -2

## TIME CLAUSE

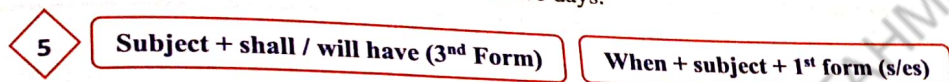
## TIME MARKERS

- When
- Before
- By the time

## COMBINATION MISTAKES



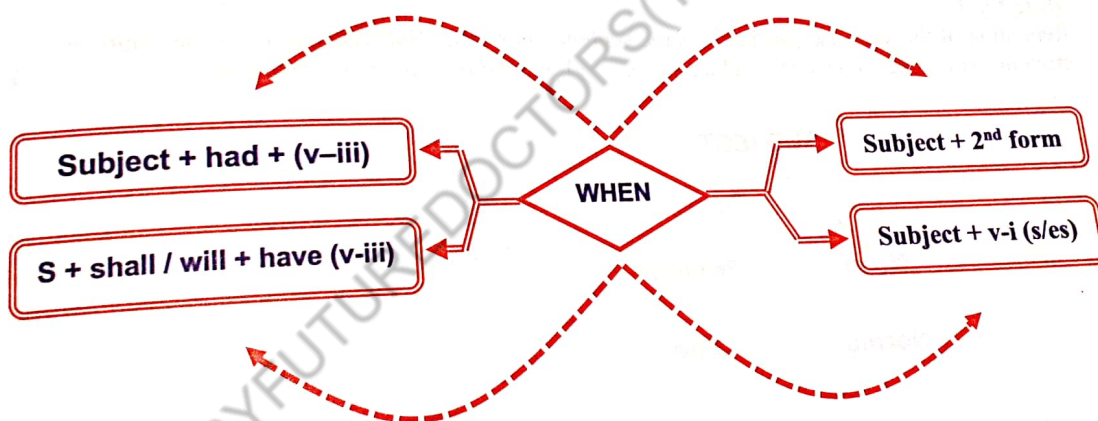
- Something had wasted two days **when** he got back.  
**When** he got back, something had wasted two days.



- The world will have perhaps lost its crossness **when** you grow up.
- **when** you grow up, the world will have perhaps its crossness.

## PROBABLE MISTAKES

## When-clause 4 &amp; 5



## PAST PAPER

- (A) He suddenly remembered that he **has** left his house unlocked.

(B) He suddenly remembered that he **had** left his house unlocked.

(C) He suddenly remembered that he **may** have left his house unlocked.

(D) He suddenly remembered that he **will have** left his house unlocked.
- He came to the hurdles **that he remember**, over which once he had won so easy a victory.

A) B) C) D) (B-that he remembered)
- She had left him with a calmness and a poise **that accord** well with his own inward emotions.

A) B) C) D) (C- that accorded)



# 3 UNIT

## MISCELLANEOUS MISTAKES

In this unit, we will discuss miscellaneous mistakes relating to the following grammatical points:

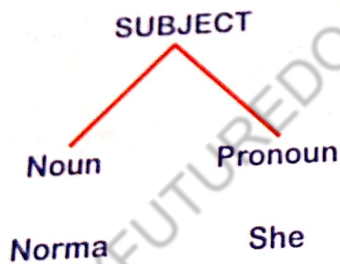
- Repetition/ Redundancy/ Doubling/ Wordiness
- Dangling/ misplaced/ Squinting Modifiers
- Parallelism/ Fragment/ Run-on Sentence

### MISCELLANEOUS MISTAKES

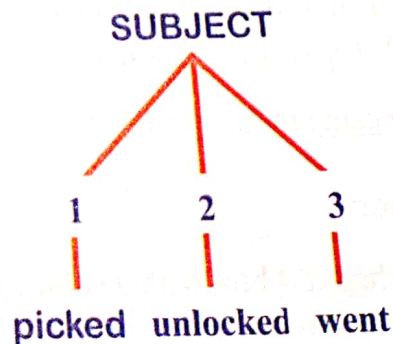
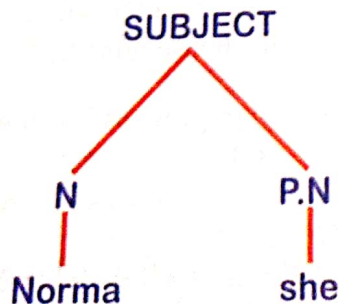
- Repetition and Doubling
- Redundancy and Wordiness
- Run-on and Comma splice
- Fragment
- Parallelism
- Modifiers

#### Rule No. 1

Repetition of the **same subject** in the same sentence is wrong. Subject may be some noun or pronoun. The same subject cannot be represented by using both noun and pronoun.



If more than one actions are performed by the same subject, we use that subject word (either a noun or a pronoun) once only.



## UNIT -3

### Past Paper Questions

- Norma picked up the book.
- Norma picked up the book.
- Norma picked up the book.
- Norma picked up the book.

### TEXTUAL QUESTIONS

- He took the book.
- He took the book.
- He took the book.

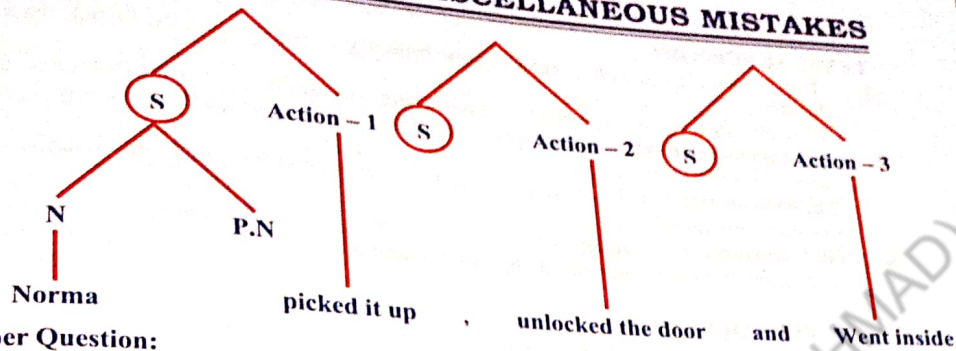
### Rule No. 1

Repetition of the same subject in the same sentence is wrong. However...



## UNIT -3

### MISCELLANEOUS MISTAKES



#### Past Paper Question:

- Norma picked it up, unlocked the door and she went inside.
- Norma picked it up, she unlocked the door and went inside.
- Norma picked it up, she unlocked the door and she went inside.
- Norma picked it up, unlocked the door and went inside.

#### TEXTUAL SUPPORT

- He took his pocket knife from his pocket, and he cut a wisp of alfalfa.  
He took his pocket knife from his pocket, and cut a wisp of alfalfa.
- He staggered inside and he lay down on the floor to be ill.  
He staggered inside and lay down on the floor to be ill.
- The boy had been thrilled by it, naturally, and he had told his friends.  
The boy had been thrilled by it, naturally, and had told his friends.

#### Rule No. 2

Repetition of the same preposition in the same sentence for the same purpose is wrong. However, you can use as many different prepositions in a sentence as are needed.

#### PREPOSITION

START

END

- ✓ To whom are you talking?
- ✓ Whom are you talking to?
- ✗ To whom are you talking to?
- ✓ KIPS is the institution with which I wanted to be associated.
- ✓ KIPS is the institution which I wanted to be associated with.
- ✗ KIPS is the institution with which I wanted to be associated with.
- ✓ That is a policy to which I am strongly opposed.
- ✓ That is a policy which I am strongly opposed to.
- ✗ That is a policy to which I am strongly opposed to.



## UNIT -3

## MISCELLANEOUS MISTAKES

### TEXTUAL SUPPORT

1. To whom shall I complain against your brutality **to** if I am to seek justice from your hand?  
To whom shall I complain against your **brutality** if I am to seek justice from your hand?
2. The caravan **with** which Christopher was travelling **with** insisted on making a lengthy detour to water their camels.  
The caravan **with** which Christopher was **travelling** insisted on making a lengthy detour to water their camels.
3. I did remember the rummage sale **to** which I sent all my old clothes **to**.  
I did remember the rummage sale to which I sent all my old **clothes**.

### PAST PAPERS QUESTION

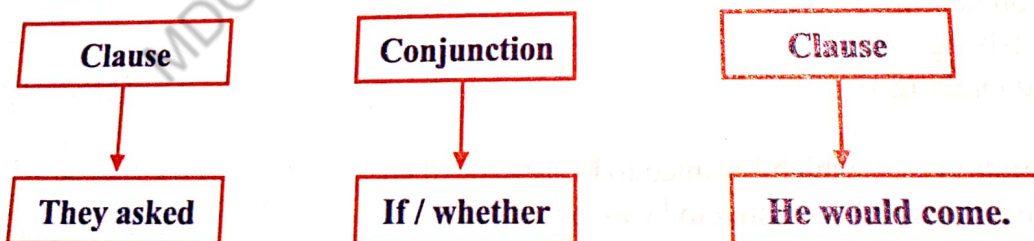
1. His first adventure was to go round through the world at minimum cost.  
A) B) C) D) C-(remove through)
2. They did not guess how closely he had kept in touch with across the road.  
A) B) C) D) (D-from across)

### Rule No. 3

Use of **double conjunction** is wrong. The word **although, even though, if, whether, because, as, since, for** are used as conjunctions. Use of any other conjunction (**but, then, so, therefore**) with these words will be wrong.

- ✓ that (noun / pronoun)
- ✓ if (helping verb)
- ✓ whether (H.V)
- ✓ Question word ()
- ✓ imperative (to)

- He says, "**The earth** is round."  
He says **that** the earth is round.
- He asks, "Will he run away?"  
He asks **if** he will run away.  
He asks **whether** he will run away.
- He asks, "**When** will he come?"  
He asks **when** he will come.
- He says, "Get out."  
He orders **to** get out.



- ✓ They asked **if** he would come.
- ✓ They asked **whether** he would come.
- ✗ They asked **whether if** he would come.
- ✗ They asked **that if** he would come.

## UNIT -3

### TEXTUAL SUPP

1. We thought y  
We thought y
2. He asked the  
He asked the
3. The truth is  
The truth is
4. The Gover  
The Gover
5. Though th  
Though th
6. The wom  
The wom
7. The villa  
The villa

### Rule No. 4

Use of **do**  
in the sub

### DECLA

✓ They

### INTER

✓ Will

### DOUP

✓ W



## UNIT -3

### TEXTUAL SUPPORT

1. We thought you'd better look her over and tell us **that what** the matter is.
2. He asked the new boys **that** if they had any family connections at Brookfield.  
He asked the new boys **if** they had any family connections at Brookfield.
3. The truth is, Clay, you want money **for because** you need money.  
The truth is, Clay, you want money **because** you need money.
4. The Governors asked Chips **whether if** he would carry on for the duration.  
The Governors asked Chips **if** he would carry on for the duration.
5. Though the watch was so fine, **yet** it never had a fine chain.  
Though the watch was so fine, it never had a fine chain.
6. The woman did not watch the boy to see **that if** he was going to run now.  
The woman did not watch the boy to see **if** he was going to run now.
7. The villagers asked the quack **that what** he could cure.  
The villagers asked the quack **what** he could cure.

### Rule No. 4

Use of **double interrogative** in the indirect narration is wrong, or use of double interrogative in the subordinate clause is wrong.

### DECLARATIVE SENTENCE

- ✓ They will come back.

### INTERROGATIVE SENTENCE

- ✓ Will they come back?

### DOUBLE INTERROGATIVE

- ✓ When will they come back?

### QUESTION

Direct  
Narration

Indirect  
Narration

- I ask him, "When **will they** come?"
- ✓ I ask him when **they will** come.
- ✗ I ask him when **will they** come.
- I ask him **that** when they will come.

### NOUN CLAUSE (SUBJECT) CANNOT BE INTERROGATIVE

- **When I get up** is none of your business.
- ✗ **When do I get up** is none of your business.
- **Where I go** is none of your business.
- ✗ **Where do I go** is none of your business.
- **How I manage it** is none of your business.
- ✗ **How do I manage it** is none of your business.



## MISCELLANEOUS MISTAKES

### UNIT -3

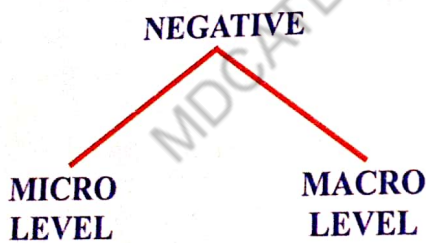
#### TEXTUAL SUPPORT

1. She did not ask the boy where **did he live**?  
She did not ask the boy where **he lived**.
2. They always tried to ask **what did I not know**?  
They always tried to ask **what I did not know**?
3. One didn't guess what **did lie** ahead?  
One didn't guess what **lay** ahead?
4. Maulvi Abul could not believe what **had he** just heard.  
Maulvi Abul could not believe what **he had** just heard.
5. I got only a vague idea of **what did they look like**?  
I got only a vague idea of **what they looked like**.
6. The king asked the boy why **was he** laughing in such a situation?  
The king asked the boy why **he was** laughing in such a situation?
7. Margaret was wondering what **could she do** to help.  
Margaret was wondering what **she could do** to help.
8. You are old enough to understand what **am I** saying?  
You are old enough to understand what **I am** saying?

#### PAST PAPER QUESTION:

- A) He asked us **would** we care to go.
- B) He asked us if we **would** care to go.
- C) He asked us **we would** care to go.
- D) He asked us we **will** care to go.

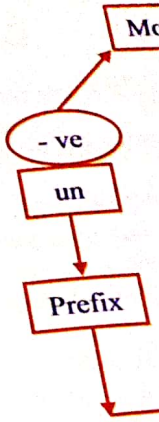
#### Rule No. 5



Use of **double negative** is wrong. Some words, such as **neither, scarcely, hardly, forbid, until, unless, lest, etc.** are by default negative in sense and we can't write any other negative word (**no, not, never**) after them.

### UNIT -3

#### MICRO LEVEL: (WORDS)



#### MACRO LEVEL (SENTENCES)

You won't u  
You won't u

#### TEXTUAL

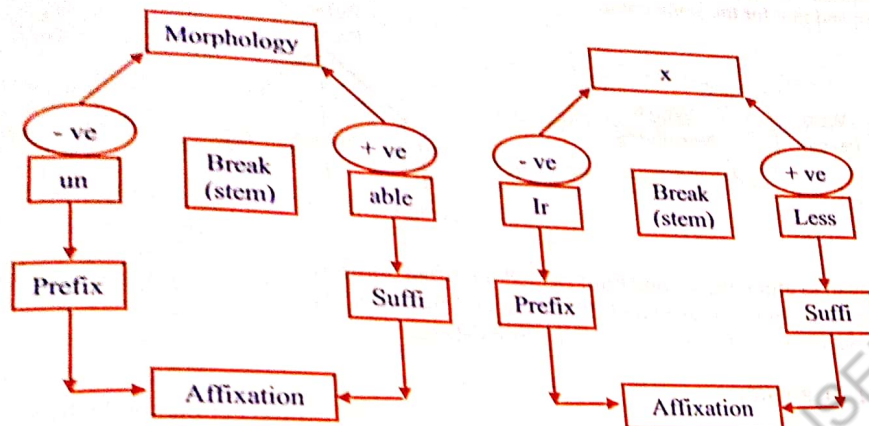
1. I had r  
the ex  
I had  
exam
2. You  
You
3. The  
The
4. I s  
I s
5. I  
I
6. I



## UNIT -3

### MICRO LEVEL: (WORDS)

### MISCELLANEOUS MISTAKES



### MACRO LEVEL: (SENTENCE)

You won't understand **until** you **do not** reach three score and ten.  
 You won't understand **until** you **reach** three score and ten.

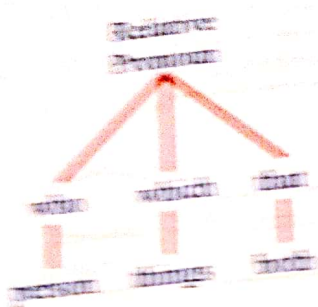
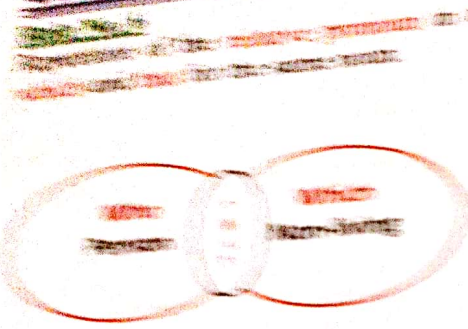
### TEXTUAL SUPPORT

1. I had **not scarcely** passed my twelfth birthday when I entered the inhospitable regions of the examinations.  
 I had **scarcely** passed my twelfth birthday when I entered the inhospitable regions of the examinations.
2. You won't understand **until** you **do not** reach three score and ten.  
 You won't understand **until** you reach three score and ten.
3. The stolid creature, **scarcely not** feeling the blow, merely moved a step or two forward.  
 The stolid creature, **scarcely** feeling the blow, merely moved a step or two forward.
4. I shall stay in Anatolia **until** the nation has **not** won its Independence.  
 I shall stay in Anatolia **until** the nation has won its Independence.
5. I don't need **nothing** more from His unlimited treasure of divine blessings.  
 I don't need **anything** more from His unlimited treasure of divine blessings.
6. I had never seen **nothing** extraordinary upon this high point of rugged land.  
 I had never seen **anything** extraordinary upon this high point of rugged land.



# DISJUNCTIVE PRONOUNS

## UNIT - 2

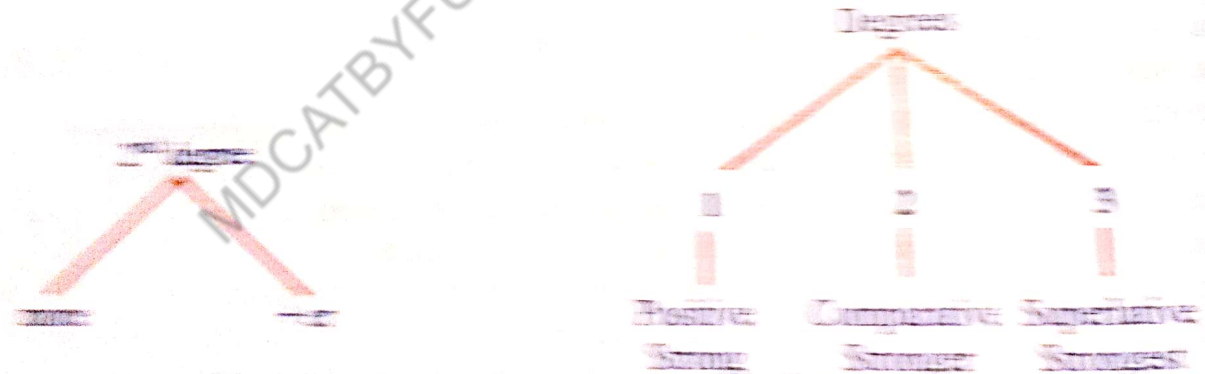


- 1. He suggested that the second half **that** which lifted strongly.
- 2. He suggested that the second half **that** which lifted strongly.
- 3. He suggested that the second half **that** which lifted strongly.

## EXERCISES

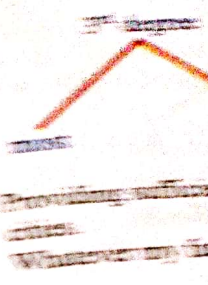
1. The woman didn't want the purse **that** which she had left behind her on the daybed.
2. The woman didn't want the purse **which** she had left behind her on the daybed.
3. Whom could they choose but the man **that** who had worked for ten years?
4. Whom could they choose but the man **who** had worked for ten years?
5. A woman came every day to the store **that** where she had begun to cry and tremble.
6. A woman came every day to the store **where** she had begun to cry and tremble.
7. There were some fruit trees **that** which contained disease-producing germs.
8. There were some fruit trees **that** contained disease-producing germs.
9. He told the policeman that **that** which he saw was a thief.
10. He told the policeman that **that** which he saw was a thief.

Unit No. 2  
The man who is more stupid (or **that** the stupidest) is wrong.



- 1. He was very happy **because** he was very happy.
- 2. He was very happy **because**he was very happy.

## UNIT - 3



## EXERCISES

1. The mountain...
2. In India in 19...
3. He felt a gro...
4. On a long a...
5. He gave a...
6. It was ma...
7. You are...
8. She had...

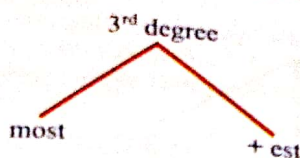
## Rule No. 1

Use of **that**  
Do not use **that**  
Use **that**



## UNIT -3

## MISCELLANEOUS MISTAKES



- Providing sufficient water has been one of the most **important** problems in the growth of cities.
- Whatever my father wanted me to see was on top of the **highest** point of my farm.

### TEXTUAL SUPPORT

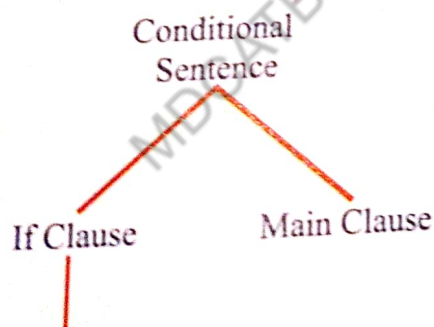
1. The mountain rose **more higher** and higher on the surface of the sun.  
The mountain rose **higher** and higher on the surface of the sun.
2. In India in 1964-1965 there was the **most worst** famine of the country.  
In India in 1964-1965 there was the **worst** famine of the country.
3. He felt a great deal **more stronger** and **more fitter** after his holiday.  
He felt a great deal **stronger** and **fitter** after his holiday.
4. On a long table, attractively displayed, were the **most latest** hit songs.  
On a long table, attractively displayed, were the **latest** hit songs.
5. He gave examples of other Courts and **more greater** ones.  
He gave examples of other Courts and **greater** ones.
6. It was easily the **most strongest** weapon yet forged in the fight against disease.  
It was easily the **strongest** weapon yet forged in the fight against disease.
7. You are **more fitter** than I am.  
You are **fitter** than I am.
8. She had a **more cleverer** brain than Chips's.  
She had a **cleverer** brain than Chips's.

### Rule No. 8

Use of **double future** in a conditional sentence is wrong.

Do not use future tense in the conditional (if) clause.

Use **Present Simple**, **Past Simple**, or **Past Perfect** Tense in the Conditional Clause.

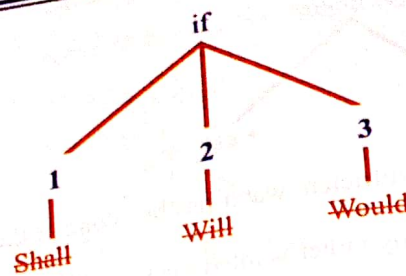
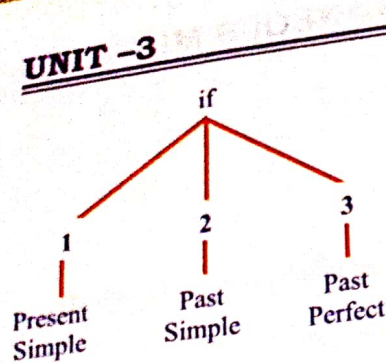


- If he works,.....
- If he worked,.....
- If he had worked,.....



## UNIT -3

## MISCELLANEOUS MISTAKES



### TEXTUAL SUPPORT

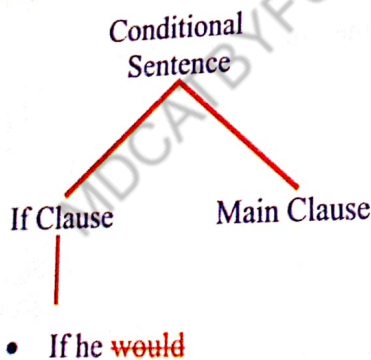
1. If you **will push** the button, you will receive a payment of 50,000\$.  
If you **push** the button, you will receive a payment of 50,000\$.
2. If we **shall stay** here, we'll all change.  
If we **stay** here, we'll all change.
3. If you **will not dig** it, you shall go before the king.  
If you **do not dig** it, you shall go before the king.
4. If you **will not** do what the doctor says, you will have to go to the hospital.  
If you **do not** do what the doctor says, you will have to go to the hospital.
5. If I **will turn** you loose, will you run?  
If I **turn** you loose, will you run?
6. If you **will allow** me, sir, I will begin.  
If you **allow** me, sir, I will begin.

### Rule No. 9

Use of **double would** in a conditional sentence is wrong.

- Do not use **"Would"** in the conditional (if) clause.
- Use **Past Simple**, or **Past Perfect** Tense in the Conditional (if) Clause.

### Example:

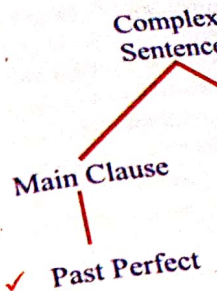


- If he **would try** to make living in the country poor farm, he **would** end up with his family.  
If he **tried** to make living in the country poor farm, he **would** end up with his family.
- If he **would try** to make living in the country poor farm, he **would** end up with his family.  
If he **had tried** to make living in the country poor farm, he **would have ended up** with his family.

## UNIT -3

### Rule No. 10

Use of double **Past Perfect**  
Do not use **"Past Perfect"**  
Use **Past Simple** Tense



- She **had just**
- She **had just**

### Rule No. 11

Use of **doub**

- Do not u
- Use **Pre**

### Example:

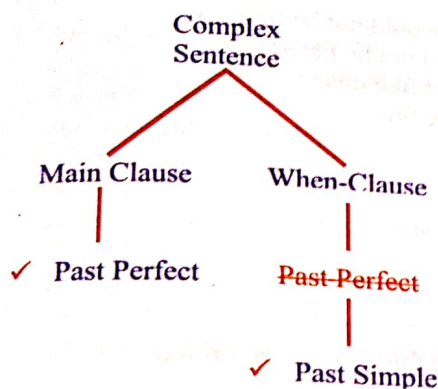


### UNIT -3

#### Rule No. 10

### MISCELLANEOUS MISTAKES

Use of double Past Perfect in both clauses of complex Sentences is wrong.  
Do not use "Past Perfect" in "when-clause".  
Use Past Simple Tense in the "when-clause".



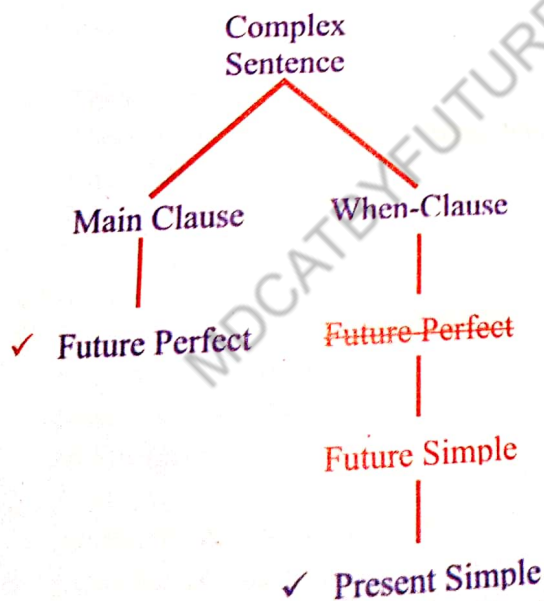
- She **had** just **turned** over the supper steaks **when** the telephone **had rung**.
- She **had** just **turned** over the supper steaks **when** the telephone **rang**.

#### Rule No. 11

Use of double Future Perfect in both clauses of complex sentence is wrong.

- Do not use "Future Perfect" in "when-clause".
- Use Present Simple Tense in the "when-clause".

Example:



- Jim **will have sold** his watch when Della **will have bought** a chain for it.
- Jim **will have sold** his watch when Della **will buy** a chain for it.
- Jim **will have sold** his watch when Della **buy** a chain for it.
- Jim **will have sold** his watch when Della **buys** a chain for it.



## MISCELLANEOUS MISTAKES

### UNIT -3

#### TEXTUAL SUPPORT

1. Before the second star **had begun** to move away again, its tidal pull had become very powerful.  
Before the second star **began** to move away again, its tidal pull had become very powerful.
2. Even if everything **would go** well, the rest of the journey would not be pleasant.  
Even if everything **went** well, the rest of the journey would not be pleasant.
3. If people **would be** smarter they wouldn't be out on a night like this.  
If people **were** smarter they wouldn't be out on a night like this.
4. If he **would return**, he would be unharmed.  
If he **returned**, he would be unharmed.
5. His father had died when he **had become** a court acrobat.  
His father had died when he **became** a court acrobat.

#### Rule No. 12

(Redundancy)

**Redundancy** is the use of two or more words that say the same thing, and it is wrong.

#### Word

- Proceed Forward
- Progress Forward
- Advance Forward
- Push Forward
- Return Back
- Refer Back
- Retrieve Back

#### Redundant

Forward  
Forward  
Forward  
Forward  
Back  
Back  
Back  
Back

- Hubert kept claiming his innocence, reiterating **again and again**.  
Hubert kept claiming his innocence, reiterating.
- He picked a **wandering** stray locust off his shirt.  
He picked a stray locust off his shirt.

#### Word

- New Innovation
- New Discovery
- Brief Summary
- Main Chief
- Past History
- Honest Truth
- True Fact

#### Redundant

New  
New  
Brief  
Main  
Past  
Honest  
True

### UNIT -3

- Mr. Ralston obje
- Mr. Ralston obje
- Another star, w
- Another star, v

#### TEXTUAL SUP

1. The pocket b
2. Chips was E
3. In Septem
4. Of all w

#### Rule No. 1

Using the

#### Wordin

- for t
- in a
- red
- lan
- T
- T
- J

#### TE

1.

2



## UNIT -3

### MISCELLANEOUS MISTAKES

- Mr. Ralston objected that Mr. Chips could not adopt **new innovative** methods of teaching.
- Mr. Ralston objected that Mr. Chips could not adopt **innovative** methods of teaching.
- Another star, wandering blindly through **empty space** happened to come near the sun.
- Another star, wandering blindly through **space** happened to come near the sun.

#### TEXTUAL SUPPORT

- The pocket book was lost on the road between 9:00 and 10:00 a.m. in the morning.  
The pocket book was lost on the road between 9:00 and **10:00 a.m.**
- Chips was Brookfield—the court of appeal in all matters affecting Brookfield **past history** and traditions.  
Chips was Brookfield—the court of appeal in all matters affecting Brookfield **history** and traditions.
- In September, when term began, Chips **returned back** and took up residence at Mrs. Wickett's.  
In September, when term began, Chips **returned** and took up residence at Mrs. Wickett's.
- Of all who give **free gifts**, these two were the wisest.  
Of all who give **gifts**, these two were the wisest.

#### Rule No. 13

Using the words more than needed (**wordiness or verbosity**) is wrong.

#### Wordiness

- for the reason of because**
- in actual fact**
- red in color**
- large in size**

#### Shortened

because  
in fact  
red  
large

- These were the good days, so **that's why** I remember this mountain.  
These were the good days, **so** I remember this mountain.
- John Rivers ignored Ralston and went **in direct way** to Chips.  
John Rivers ignored Ralston and went **direct** to Chips.

#### TEXTUAL SUPPORT

- National machine and equipment may replace foreign machines the reason is because they are superior to foreign equipment.  
National machine and equipment may replace foreign machines **because** they are superior to foreign equipment.
- All remained quiet with the exception of the slave.  
All remained quiet **except** the slave.
- I sing for the purpose of this land where my fathers died.  
I sing **for this** land where my fathers died.



## MISCELLANEOUS MISTAKES

### UNIT -3

#### Rule No. 14(A)

(Run-on)

If two independent clauses are written together without any intervening punctuation mark, it is called a **run-on** sentence which is wrong.

#### Rule No. 14(B)

(Comma Splice)

If two independent clauses are written together with intervening punctuation mark comma only, it is called a **comma splice** which is wrong.

Run-on sentences and comma splice can be corrected by using:

- full stop
- semi-colon
- colon
- comma + (FANBOYS)
- subordinating conjunction

- ✗ I love to write I will write a book one day.
- ✓ I love to write. I will write a book one day.
- ✓ I love to write; I will write a book one day.
- ✓ I love to write: I will write a book one day.
- ✓ I love to write, so I will write a book one day.
- ✓ I will write a book one day because I love to write.

It is nearly half past five, we cannot reach town before dark. (Incorrect)

It is nearly half past five, so we cannot reach town before dark. (Correct)

It is nearly half past five, we cannot reach town before dark. (Correct)

### TEXTUAL SUPPORT

1. I shall try to remember those older faces of yours it's just possible I shan't be able to. I shall try to remember those older faces of yours, but it's just possible I shan't be able to.
  2. He read the Times every morning—very thoroughly; he also began to read detective stories. He read the Times every morning—very thoroughly; he also began to read detective stories!
  3. The water was a good 46 meters below, and there was neither rope nor bucket!
  4. There were no more diseases after zymosis so I concluded there was nothing else the matter with me.
- There were no more diseases after zymosis, so I concluded there was nothing else the matter with me.

#### Rule No. 15

A fragment resembles a sentence, but it should not be confused with a complete sentence because it does not contain either a main verb or main clause.

### UNIT -3

Sentence

Subject      Predicate

- ✓ The boy sitting on the
- ✓ The boy was sitting on
- ✓ The boy sitting on the

### TEXTUAL SUPPORT

1. There was a chance A chance to buy the
2. Only a thousand c Only a thousand c
3. The drab interior It was a drab i Midwest.

#### Rule No. 16

Parallelism is the similarity in their c This sameness rhythm and flow

The useful hin  
 ■ either----o  
 ■ neither---  
 ■ not only-  
 ■ than



Sentence

Subject                      Predicate

- The boy sitting on the fire escape, dropping water balloons on the pedestrians below.
- ✓ The boy was sitting on the fire escape, dropping water balloons on the pedestrians below.
- ✓ The boy sitting on the fire escape was dropping water balloons on the pedestrians below.

**TEXTUAL SUPPORT**

1. A chance to buy that cottage on the Island.  
There was a chance to buy that cottage on the Island.
2. Only a thousand of us here.  
Only a thousand of us are here.
3. The drab interior of a bus station along a deserted highway somewhere in the Midwest.  
It was a drab interior of a bus station along a deserted highway somewhere in the Midwest.

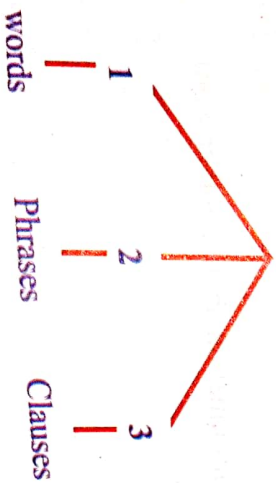
**Rule No. 16**

Parallelism is the use of **words, phrases, and clauses** that are grammatically the same or similar in their construction and sound.

This sameness of a word, phrase, or a clause not only gives the sentence a balance, but rhythm and flow as well.

The useful hints in maintaining parallelism are:

- either-----or
- neither-----nor
- not only----- but also
- than

**PARALLELISM**

- either-----or
  - neither-----nor
  - not only----- but also
  - than
- ✓ Their faces were covered with flies completely and constantly.



## MISCELLANEOUS MISTAKES

### UNIT -3

- ✓ It is better for me to die **than** to shed the blood of innocent boy.
- ✓ He found out that the boy's name was Linford **and** that he lived in Shropshire.

#### TEXTUAL SUPPORT

1. She **cooked** the food, **makes** the cocoa and **set** the table.  
She **cooked** the food, **made** the cocoa and **set** the table.
2. It is better for me to die **than** to shed the blood of an innocent boy.  
It is better for me to die **than** to shed the blood of an innocent boy.
3. He was perhaps even more of a patriot **than** a scientist.  
He was perhaps even more of a patriot **than** of a scientist.
4. Will you open it now by yourself, or we shall have to open it for you?  
Will you open it now by yourself, **or** shall we have to open it for you?
5. He mentioned he had been at Brookfield for forty-two years, **and** that he had been very happy there.  
He mentioned that he had been at Brookfield for forty-two years, **and** that he had been very happy there.
6. Wherever he went and whatever **said**, there was laughter.  
Wherever he went and **whatever he said**, there was laughter.
7. After saving some money **and** to gain experience in the business, he returned to the village.  
After saving some money **and** gaining experience in the business, he returned to the village.
8. I'm saying that they're probably doing it for some research project, that they want to know about people's reaction, **and they are** just saying someone would die.  
I'm saying that they're probably doing it for some research project, that they want to know about people's reaction, **and that they are** just saying someone would die.

#### PAST PAPER QUESTION

Suddenly he stopped at the edge of the meadow, taking his pocket knife from his pocket, and

- A) cut a wisp of alfalfa.  
D)

B)

C)

B- (took his pocket knife)

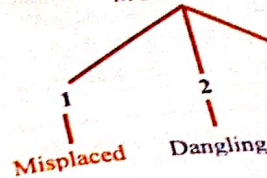
#### Rule No. 17 (MODIFIER)

Modifier is a word or group of words that gives additional information about another word  
Modifiers can be:

- Adjectives (the fierce dog)
- Adverbs (the dog barked loudly),
- Phrases (the dog with a short tail)
- Clauses (The dog that you bought)

### UNIT -3

#### MODIFIERS



**Misplaced Modifier** is a modifier that modifies or describes.

- The soup was served.
- ✓ The **soup** in large

#### MOD

1  
Misplaced

**Dangling Modifier**

- While v  
(here v

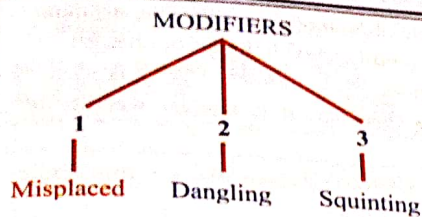
- ✓ While
- ✓ While

- Op
- ✓ O



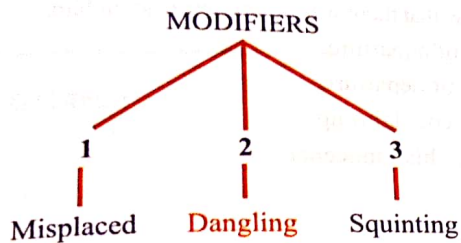
## UNIT -3

## MISCELLANEOUS MISTAKES



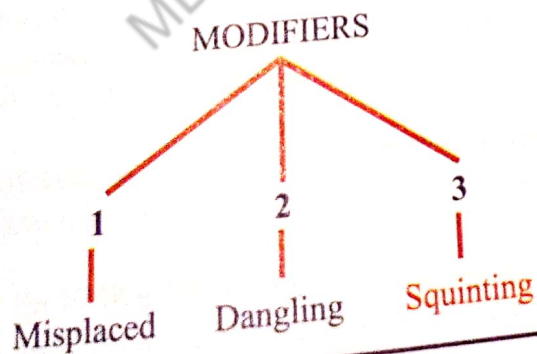
**Misplaced Modifier** is a word, phrase, or clause that is improperly separated from the word it modifies or describes.

- The soup was served to the **guests** in large mugs.
- ✓ The **soup** in large mugs was served to the guests.



**Dangling Modifier** is a participle that relates to a noun that is not mentioned.

- While walking home, my phone rang. **x**  
(here *walking* is a dangling participle)
- ✓ While I was walking home, my phone rang.
- ✓ While walking home, I heard my phone rang.
- Opening the door, the package was picked up by Norma.
- ✓ **Opening** the door, **Norma** picked up the package.





### UNIT -3

### MISCELLANEOUS MISTAKES

**Squinting modifier** is a type of misplaced modifier. A squinting modifier makes the meaning of a sentence ambiguous because it is unclear whether it modifies text before it or after it.

- Taking a moment to think **clearly** improves your chances.  
(In this example, the adverb **clearly** is a **squinting modifier**. It is unclear whether it modifies to think or improves.)
- She told me **yesterday** she saw a prince in her dream. (Incorrect)  
**Yesterday**, she told me she saw a prince in her dream. (Correct)

#### TEXTUAL SUPPORT

1. Having settled on the culture plate, the growth began.  
Having settled on the culture plate, **the mould** began to grow.
2. He must take everyone by surprise quickly he must show that there was no nonsense about him.  
**Quickly**, he must take everyone by surprise; he must show that there was no nonsense about him.
3. As doctors do often I took a trial shot at it as a point of departure.  
As doctors **often do**, I took a trial shot at it as a point of departure.
4. In the delirium of his death struggles, his innocence kept claiming.  
In the delirium of his death struggles, **he kept claiming** his innocence.

#### PAST PAPER QUESTION

- A) Reaching for the book, **the ladder** slipped out from under him.
  - B) Reaching for the book, **the ladder** slipped out from him.
  - C) When he reached for the book, **the ladder was slipped** out from under him.
  - D) When he was trying to reach for the book, **the ladder slipped from under him.**
- (2009)

## 4 UNIT

In this unit, we will study  
are:

- Noun and its
- Noun and N
- Noun and P
- Noun and i
- Noun vers

#### OUTLINE:

Collect

Noun -  
Rule-1  
To mak  
-sh, -x

Howe  
Piano



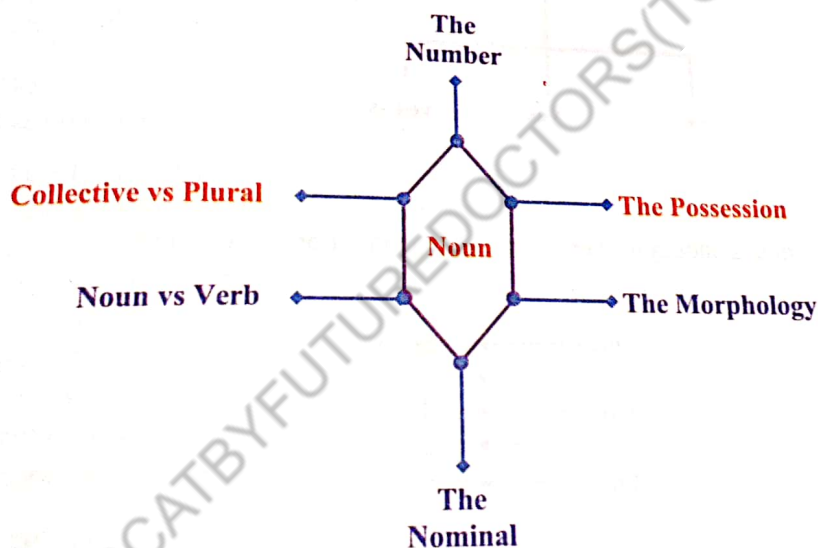
# 4 UNIT

## NOUN

In this unit, we will study the mistakes related to nouns. The most frequent mistakes are:

- Noun and its number
- Noun and Nominals
- Noun and Possessive 's' (genitive)
- Noun and its kind
- Noun versus Verb

### OUTLINE:



### Noun – The Number

#### Rule-1

To make the plural form of a noun, we normally add -s or es. If a countable noun ends in -ch, -s, -sh, -x, -o, or -z, we add -es.

However, we add only 's' to the following words.

Piano (s)/ Logo (s)/ Radio (s)/ Canto (s)/ Zoo (s).

- In 1758 he published The Highlander, a heroic poem in six cantos.
- In 1758 he published The Highlander, a heroic poem in six cantos.



## UNIT -4

### Beware

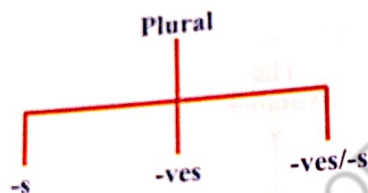
If the word ending in -ch "tʃ" (ʒ) sound, the plural is made by adding "-es".  
Catch-----Catches; Pitch ----- Pitches

If the word ending in -ch "k" (ʃ) sound, the plural is made by adding only "-s".  
Monarch-----Monarchs; stomach, stomachs

### TEXTUAL SUPPORT

1. Wozzeck repairs **watches**, **radios**, alarm clocks and sells jewelry.  
Wozzeck repairs **watches**, **radios**, alarm clocks and sells jewelry.
2. The greater part of the peasant **masses** stay put and carry on their traditional, intensive labour.  
The greater part of the peasant **masses** stay put and carry on their traditional, intensive labour.
3. You can go to **blazes** for all I care.  
You can go to **blazes** for all I care.

Nouns ending in "f, fe, ef, ff"



### Rule - 2

f/fe → ves

With some countable nouns ending in -f or -fe, we change the -f or -fe into -ves.  
This group includes:

calf	→	calves	sheaf	→	sheaves
half	→	halves	loaf	→	loaves
leaf	→	leaves	wolf	→	wolves
self	→	selves	thief	→	thieves
wife	→	wives	knife	→	knives

### Rule - 3

f/ff/ffe → s

Some nouns ending in "f" "ff" "ffe" just add "s".

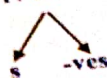
This group includes:

belief	→	beliefs	proof	→	proofs
chef	→	chefs	roof	→	roofs
chief	→	chiefs	tariff	→	tariffs
café	→	cafes	sheriff	→	sheriffs
safe	→	safes	giraffe	→	giraffes

## UNIT -4

### Rule - 4

f / ff / ffe



With some nouns ending in  
This group includes:

dwarf	dwarfs / c
hoof	hoofs / h
scarf	scarfs /
wharf	Wharfs

### Points to Ponder

The "staff" of an org  
in which notes are w

### Examples:

- Giraves are ve
- Giraffes are v
- The boy ate t
- The boy ate

### TEXTUAL SU

1. Kathie gav  
Kathie gav
2. Norma sa  
Norma s
3. On the v  
On the
4. Octobe  
Octob

### Nouns en

### Rule-5

If a coun

(baby -

If a cou

(toy - t

### TEXT

1. H

H

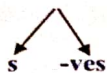
2.



## UNIT -4

### Rule - 4

f / ff / ffe



## NOUN

With some nouns ending in "f" both plural endings "s/ves" are acceptable.  
This group includes:

dwarf	dwarfs / dwarves
hoof	hoofs / hooves
scarf	scarfs / scarves
wharf	Wharfs / wharves

### Points to Ponder

The "staff" of an organization has the plural "staffs", but the musical "staff" (the set of five lines in which notes are written) has the plural "staves".

### Examples:

- Giraves are very social animals and roam around in groups.
- Giraffes are very social animals and roam around in groups.
- The boy ate two whole loafs of bread.
- The boy ate two whole loaves of bread.

### TEXTUAL SUPPORT

1. Kathie gave him an outlook far beyond the rooves of Brookfield.  
Kathie gave him an outlook far beyond the roofs of Brookfield.
2. Norma saw the card halves on the table.  
Norma saw the card halves on the table.
3. On the walls, on shelves, are many odds and ends.  
On the walls, on shelves, are many odds and ends.
4. October winds rustled the big leafs from the trees.  
October winds rustled the big leaves from the trees.

### Nouns ending in "-y"

#### Rule-5

If a countable noun ends in a consonant + -y, we form the plural by changing the -y to -ies  
(baby - babies)

If a countable noun ends in a vowel + -y, we form the plural by adding only an "s".  
(toy - toys)

### TEXTUAL SUPPORT

1. He had acquired the right to those gentle eccentricitys.  
He had acquired the right to those gentle eccentricities.
2. The daughter wove tapestrys and the sons played songs on flutes.  
The daughter wove tapestries and the sons played songs on flutes.



## UNIT -4

### Nouns denoting "Nationalities"

#### Rule-6

The plural of nationalities depends on the final sound of the word.

Words ending in

- -an (American)
- -ian (Italian)
- -er (New Zeelander)
- -i (Pakistani)

require "s" to become plural

#### Rule-7

The words ending in

- -ese (Chinese),
- -ish (Danish),
- -iss (Swiss),
- -ch (French)

do not change.

- The government wisely maintained cordial relations with the **Russian**.
- The government wisely maintained cordial relations with the **Russians**.

### TEXTUAL SUPPORT

1. The **Vietnameses** have withstood American technology.  
The **Vietnamese** have withstood American technology.
2. The **German** are already beaten.  
The **Germans** are already beaten.
3. The **Chineses** have introduced the smile policy.  
The **Chinese** have introduced the smile policy.
4. Even during cruel wars the Turks and the **Greek** never hated each other.  
Even during cruel wars the Turks and the **Greeks** never hated each other.

### Foreign Nouns

Many words in English come from other languages, especially **Latin (Fungus, Fungi)** and **Greek (Criterion, Criteria)**.

Some of the foreign nouns add "s" in the normal way for the plural, but some keep foreign form of plural.

#### Latin

bacteri**um** → bacteria  
curricul**um** → curricula  
syllab**us** → syllabi  
radi**us** → radii

fung**us** → fungi  
mag**us** → magi  
antenn**a** → antennae  
formul**a** → formulae

#### Greek

basis → bas**es**  
crisis → crisi**s**  
oasis → oasi**s**  
criteri**on** → criteri**a**

## UNIT -4

### Beware

The nouns "media" and singular or plural verb

- Only science is no
- Only science is n
- The ring on the sh
- The ring on the
- Insects sense da
- Insects sense d

### TEXTUAL SUP

1. The **criteria**  
The **criterion**
2. The set was  
The set was
3. The **basies**  
The **bases**
4. China has  
China has
5. Fermenta  
Fermenta

### Compound

Compound

- handph
- fire en
- runner
- lady-i



## UNIT -4

### Beware

The nouns "media and data" are the same in both singular and plural form, and may take a singular or plural verb, depending upon the situation.

- Only science is not sufficient for the explanation of all natural **phenomenons**.
- Only science is not sufficient for the explanation of all natural **phenomena**.
- The ring on the skin is caused by one of several **fungises** that grow on organic matter in the soil.
- The ring on the skin is caused by one of several **fungi** that grow on organic matter in the soil.
- Insects sense danger through their **antennas**.
- Insects sense danger through their **antennae**.

### NOUN

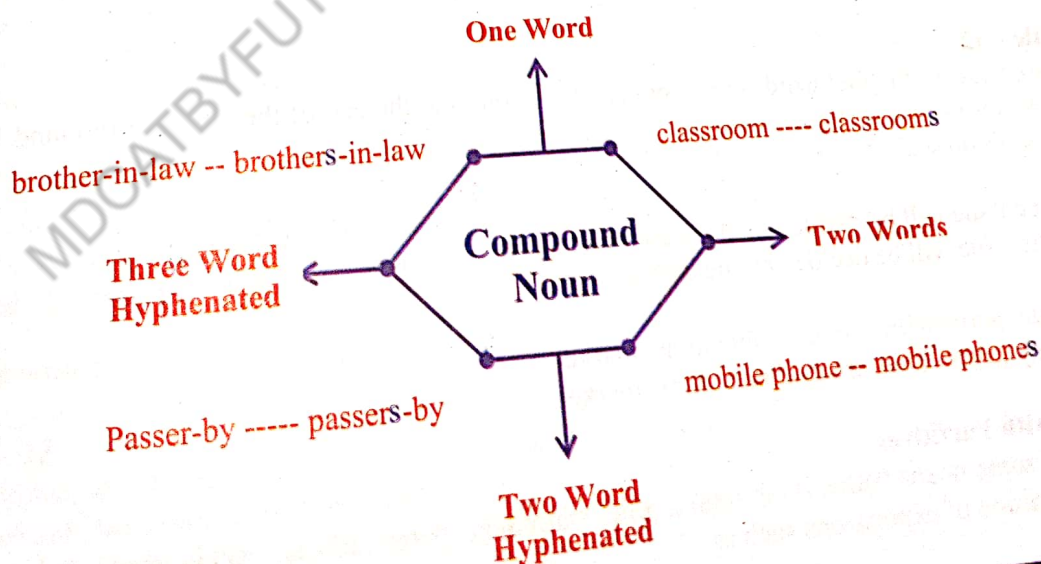
### TEXTUAL SUPPORT

1. The **criteria**s of the judgment should not be the colour of their skin but the content of their character.  
The **criterion** of the judgment should not be the colour of their skin but the content of their character.
2. The set was battery-operated, with thin wire as the recording **media**.  
The set was battery-operated, with thin wire as the recording **medium**.
3. The **basies** for superstition are being overcome by using the scientific method.  
The **bases** for superstition are being overcome by using the scientific method.
4. China has resolutely stood by us in every **crises**.  
China has resolutely stood by us in every **crisis**.
5. Fermentation was due to **bacterias**.  
Fermentation was due to **bacteria**.

### Compound Noun

Compound Nouns are nouns that consist of two or more words.

- handphases --- handphases
- fire engine --- fire engines
- runner-up --- runners-up
- lady-in-waiting --- ladies-in-waiting





## UNIT -4

### Rule - 8

Many compound nouns are written as one word, and their plural is formed in the regular way.

- classroom --- classrooms
- dishwasher --- dishwashers
- screwdriver --- screwdrivers

### Rule - 9

When the compound noun is written as two words, or as two words joined by a hyphen, add "s" to the second noun.

- book club --- book clubs
- fire engine --- fire engines
- Word-processor --- word-processors

### Rule - 10

- A compound consisting of a **noun + particle**, in which "s" is added to the noun is an exception.

- passer-by -----passers-by
- runner-up -----runners-up

- A compound consisting of a **verb + particle**, in which "s" is added to the **particle** is an exception.
- Stand-in -----stand-ins

### Rule - 11

With most compound nouns of three words or more, you add "s" to the first word which is usually a noun.

commander-in-chief -- commanders-in-chief  
son-in-law ----- sons-in-law

### Rule - 12

In some cases, the first word isn't a noun, and "s" comes at the end of the whole compound.

- forget-me-not --- forget-me-nots
- never-do-well --- never-do-wells

- The issue will be decided by the **director generals**.
- The issue will be decided by the **directors general**.

- Many **germs killer** are available in the market.
- Many **germ killers** are available in the market.

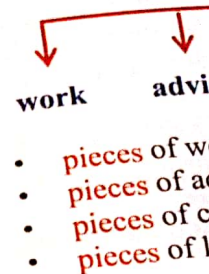
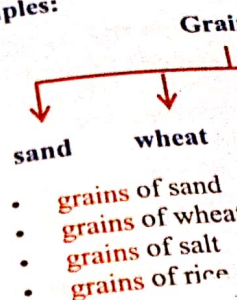
### Plural with Partitives

Plural of some nouns (**sand, information, gold, stationery, paper, advice, work, etc.**) can be made by the addition of expressions such as:

## UNIT -4

- a piece of, a grain of, an i
- a bar of, a glass of, a shee
- a slice of, a loaf of, head

Examples:



- Can I give you...
- Can I give you...

### TEXTUAL SU

1. I want a bl...  
I want a pa...
2. The total r...  
on all the...  
The total...  
grains of...
3. Not till c...  
Not till...

### Plural with

### Rule - 13

Sometime

- Groun
- Groun



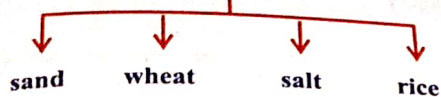
## UNIT -4

### NOUN

- a piece of, a grain of, an item of
- a bar of, a glass of, a sheet of,
- a slice of, a loaf of, head of etc.

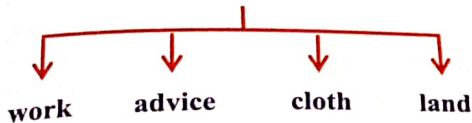
Examples:

#### Grains



- grains of sand
- grains of wheat
- grains of salt
- grains of rice

#### Piece



- pieces of work
- pieces of advice
- pieces of cloth
- pieces of land

- Can I give you **advices**?
- Can I give you **a piece of/a bit of** advice?

### TEXTUAL SUPPORT

1. I want a blue suede shoes.  
I want **a pair of** blue suede shoes.
2. The total number of stars in the universe is probably something like the total number of sands on all the seashores of the world.  
The total number of stars in the universe is probably something like the total number of **grains of sand** on all the seashores of the world.
3. Not till days afterward did he realize that it had been April-foolery.  
Not till days afterward did he realize that it had been **a piece of** April-foolery.

### Plural with different Meaning

#### Rule - 13

Sometimes, an addition of an "s" to a noun changes its meanings altogether.

- Ground (solid Surface of the Earth)
- Grounds (reasons for something)



## UNIT -4

### Examples:

- Copper (metal)
- Coppers (coins)
- Wood (timber)
- Woods (forest)
- Sand (tiny particle of rock)
- Sands (deserts)

Water (drinkable liquid)  
Waters (waves)  
Iron (metal)  
Irons (handcuffs)  
Paper (material for writing)  
Papers (newspaper)

- We make furniture out of many different **wood**.
- We make furniture out of many different **woods**.

### TEXTUAL SUPPORT

1. This garden, proverbial for its extensive shades, falling water and soft breeze, was in the form of an amphitheatre.  
This garden, proverbial for its extensive shades, **falling waters** and soft breeze, was in the form of an amphitheatre.
2. I ran off the road and into the **wood**.  
I ran off the road and into the **woods**.
3. First let me have the work —shave, haircut, shampoo, massage.  
First let me have the **works** —shave, haircut, shampoo, massage.

### Rule - 14

"s" with nouns shows the whole family such as the **Bitterings**, the **Flemings**, the **Raos**, etc.

The **Tudor** have ruled England for decades.  
The **Tudors** have ruled England for decades.

### TEXTUAL SUPPORT

1. The **Fleming** were becoming a medical family.  
The **Flemings** were becoming a medical family.
2. **James Dillingham Youngs** were very proud of two things which they owned.  
The **James Dillingham Youngs** were very proud of two things which they owned.

### Plural of Numbers

#### Numbers:

Words like **hundred**, **thousand**, **million**, **dozen**, etc. do not take "s" if written with some numerical value.

- Five **million** rupees
- Five **million** rupees

However, the words like **hundred**, **thousand**, **million**, **dozen**, etc. take "s" if not written with some numerical value.

- **Millions** of soldiers
- **Thousands** of refugees

## UNIT -4

- **Hundred** of boys are coop  
**Hundreds** of boys are coc
- **Thousand** of liters of wa  
**Thousands** of liters of w

### TEXTUAL SUPPORT

1. Last week I sent a **doz**  
Last week I sent a **doz**
2. Some said opportuni  
Some said opportuni
3. Most of the stars are  
Most of the stars are
4. Away from the fire  
Away from the fire
5. Close up to them  
Close up to them
6. Ascetic militant  
Asian countries  
Ascetic militant  
Asian countries

### PAST PAPERS C

You have put your  
A)

Chips, thinking it

approved and als

### Noun - Posses

### Rule -1

#### Making Singu

For most sin  
adding an ap

- The **pup**
- **James'**

- **James'**

### Rule -2

#### Making P

Add just  
possessiv

- The
- You
- The



## UNIT -4

- **Hundred** of boys are cooped up in each class.  
**Hundreds** of boys are cooped up in each class.
- **Thousand** of liters of water is supplied to the city.  
**Thousands** of liters of water are supplied to the city.

## NOUN

## TEXTUAL SUPPORT

1. Last week I sent a **dozens** photographs of myself, signed, to a charity bazaar.  
Last week I sent a **dozen** photographs of myself, signed, to a charity bazaar.
2. Some said opportunity was required for success, and **million** never had it.  
Some said opportunity was required for success, and **millions** never had it.
3. Most of the stars are so large that **hundred of thousands** of earths could be packed inside each.  
Most of the stars are so large that **hundreds of thousands** of earths could be packed inside each.
4. Away from the fires there is this unimaginable cold of **hundred of** degrees of frost.  
Away from the fires there is this unimaginable cold of **hundreds of** degrees of frost.
5. Close up to them there is a temperature of **thousand of** degrees.  
Close up to them there is a temperature of **thousands of** degrees.
6. Ascetic militant Chinese have gone straight to the roots of the problems that have plagued Asian countries for **thousand of** years.  
Ascetic militant Chinese have gone straight to the roots of the problems that have plagued Asian countries for **thousands of** years.

## PAST PAPERS QUESTIONS:

You have put your life in his hands many a times. (D-time) (2015)

A) B) C) D)

Chips, thinking it over a good many time, always added to himself that Kathie would have

A)

B)

C)

approved and also have been amused.

(A- a good many times)

(2015)

D)

## Noun – Possession

## Rule -1

## Making Singular Nouns Possessive

For most singular and plural nouns that don't end in "s," you can make them possessive by adding an apostrophe and an "s" to the end.

- The **puppy's** collar is red.
- **James' book** will be published next month.  
or
- **James's book** will be published next month.

## Rule -2

## Making Plural Nouns Possessive

Add just an **apostrophe** to the end of plural nouns that already end in "s" to make them possessive.

- The **companies' workers** went on strike together.
- You need to clean out the **horses' stalls**.
- The two **countries' armies** amassed on the border.



## UNIT -4

### Rule -3

#### Hyphenated Nouns and Compound Nouns

Compound words and hyphenated words can be tricky.

Add the **apostrophe + "s"** to the end of the compound words or to the last word in hyphenated nouns.

- My **mother-in-law's** recipe for meatloaf is my husband's favorite.
- The United States **Postal Service's** stamps are available in rolls or packets.

### Rule - 4

#### When Multiple Nouns Share Possession

If two or more nouns share ownership, indicate the possession **only once**, and on the final noun in the group. Make sure to add the **apostrophe + "s"** to the last noun only.

- Jack and Jill's pail of water is prominently featured in the nursery rhyme.
- Ross, Joey, and Chandler's adventures are hilarious.

### Rule - 5

#### Multiple Nouns with Separate Ownership

When two or more nouns indicate ownership, but the ownership is separate, **each noun gets the apostrophe + "s"** to indicate separate possession.

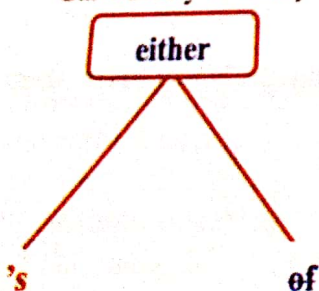
- Lucy's and Ricky's dressing rooms were painted pink and blue.  
(Each person had his or her own dressing room.)
- You'll find different beautiful artworks in David's and Jeffrey's houses.  
(Each artist has a separate house.)

### Rule - 6



Nouns such as **doctor, Britain, daughter, father, etc.** show their possession by the addition of apostrophe + s (**'s**) or **"of"**.

- Film's hero or hero **of** film.
- Car's safety or safety **of** car.



## UNIT -4

With words such as girl

- The woman's weight
- Girl's work

### Rule -7:

"s" is used with time

- Yesterday's work
- two weeks' work

The students go

The students go

His name was

His name was

### Rule -8:

We use 's with in

### Examples:

The children's

They have no

### Rule -9:

In short ans

- Is that y
- ✓ Is that y

### Rule -10:

We use po

- It's im
- ✓ It's im

### Rule -11

When w

- Wh
- ✓ Wh

### Rule -12

We do

- Is
- ✓ Is

### Rule -13

We

no

•

### Rule -14

We

no

•

### Rule -15

We

no

•

### Rule -16

We

no



## UNIT -4

With words such as *girl, man, woman, etc.* we use only **apostrophe + s ('s)**.

## NOUN

## Rule -7:

"s" is used with time expressions such as

- **Yesterday's work**
- **two weeks' work**
- The students get two **months vacation** annually.
- ✓ The students get two **months' vacation** annually.
- His name was on **list's top**.
- ✓ His name was on the **top of the list**.

## Rule -8:

We use **'s** with irregular plural nouns (e.g. children, men, people, women):

## Examples:

The **children's parents** decided which university they would go to.  
They have no respect for other **people's** property.

## Rule -9:

In short answers, we can omit the noun if it is not necessary to repeat it:

- Is that your coat? No, it's **Sandra's coat**.
- ✓ Is that your coat? No, it's **Sandra's**.

## Rule -10:

We use **possessive 's** with words such as *one, anyone, someone, anybody, somebody*:

- It's important to know **ones rights** as a tenant.
- ✓ It's important to know **one's rights** as a tenant.

## Rule -11:

When we use **else** with these words, the **'s** is added to **else**:

- Why didn't you come? Everyone **else** husband was there.
- ✓ Why didn't you come? Everyone **else's** husband was there.

## Rule -12:

We don't use **'s** with possessive pronouns:

- Is that dog **your's**?
- ✓ Is that dog **yours**?
- I think that car is **theirs'**.
- ✓ I think that car is **theirs**.

## Rule -13:

We can talk about possession using the pattern:

**noun phrase + of + possessive pronoun:**

- **A friend of mine** told me that all of the tickets have already sold out.

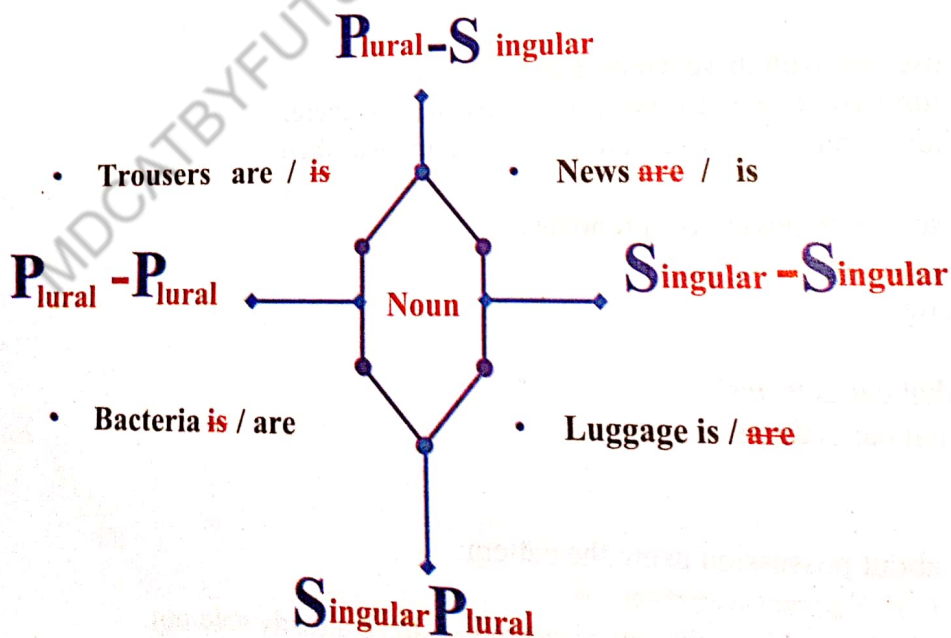


## UNIT -4

### TEXTUAL SUPPORT

1. You did all this against your **doctor** advice.  
You did all this against your **doctor's** advice.
2. Not all the people agreed on the **report** conclusion.  
Not all the people agreed on the **report's** conclusion.
3. A team from the mission should come up to Brookfield and play one of the **Schools** elevens at soccer.  
A team from the mission should come up to Brookfield and play one of the **School's** elevens at soccer.
4. The desert's travel stress had affected him physically.  
The **stress of desert** travel had affected him physically.
5. The old man in his brilliant uniform appeared between them for the crowning of his **life** work.  
The old man in his brilliant uniform appeared between them for the crowning of his **life's** work.
6. He had jumped bare-footed from the **drivers** cabin on one occasion.  
He had jumped bare-footed from the **driver's** cabin on one occasion.
7. The ushers collected my piece of foolscap with all the others and carried it up to the **Headmaster** table.  
The ushers collected my piece of foolscap with all the others and carried it up to the **Headmaster's** table.
8. As she hung up, she remembered **Arthurs** life-insurance policy for \$25,000.  
As she hung up, she remembered **Arthur's** life-insurance policy for \$25,000.
9. He discovered the **body's** natural armour against disease.  
He discovered the **body's** natural armour against disease.
10. Three English people attempted to cross the desert with **one day** water-supply.  
Three English people attempted to cross the desert with **one day's** water-supply.

### Noun - Morphology



## UNIT -4

### Plural - Singular

Following nouns appear

#### List - 1:

**Names of books:**  
The Gulliver's Travels

#### List - 2:

**Name of subjects:**  
mathematics, statistics

#### List - 3:

**Name of diseases:**  
measles, mumps,

#### List - 4:

**Plural names of**  
the United States

#### List - 5:

**Names of some**  
billiards, gymnastics

#### List - 6:

**Miscellaneous**  
wages, new

#### Singular -

The following  
cattle, fol

#### Singular

Following

Whole

baggage

makeup

ii. Flu

coffee

iii. S

ice,

iv. S

ste



## UNIT -4

### Plural - Singular

### NOUN

Following nouns appear to be plural because of their ending "s", but actually they are singular.

#### List - 1:

##### Names of books:

The Gulliver's Travels, the Arabian Nights, etc.

#### List - 2:

##### Name of subjects:

mathematics, statistics, ethics, politics, civics, etc.

#### List - 3:

##### Name of diseases:

measles, mumps, rabies, aids, rickets, shingles, etc.

#### List - 4:

##### Plural names of countries:

the United States, the Maldives, etc.

#### List - 5:

##### Names of some games:

billiards, gymnastics, athletics, dominoes, etc.

#### List - 6:

##### Miscellaneous

wages, news, tidings, series, innings, means, summons, gallows, etc.

### Singular - Plural

The following words are plural and have no singular form:  
*cattle, folk, people, the police, vermin, bacteria, criteria, etc.*

### Singular - Singular

Following are the nouns which are always singular.

#### Whole Groups made up of Similar Items:

*baggage, clothing, equipment, furniture, garbage, hardware, jewelry, junk, luggage, machinery, makeup, money/cash/change, postage, scenery, stuff, traffic, accommodation, etc.*

#### ii. Fluids:

*coffee, tea, milk, oil, soup, gasoline, blood, etc.*

#### iii. Solids:

*ice, bread, butter, cheese, meat, gold, iron, glass, paper, wood, cotton, wool, etc.*

#### iv. Gases:

*steam, air, oxygen, nitrogen, smoke, smog, pollution, etc.*



## UNIT -4

### v. Participle:

rice, chalk, corn, dirt, dust, flour, grass, hair, pepper, salt, sand, sugar, wheat, etc.

### vi. Abstractions:

beauty, confidence, courage, education, happiness, health, honesty, hospitality, etc.

### vii. languages:

Arabic, Chinese, English, Spanish, Urdu, Punjabi, Sindhi, etc.

### Examples:

- Workers at the factory wear protective **clothings**.
- Workers at the factory wear protective **clothing**.
- There **were** **garbages** strewn around everywhere.
- There **was** **garbage** strewn around everywhere.
- I don't believe in all that **stuffs** about ghosts.
- I don't believe in all that **stuff** about ghosts.
- There **are** always a lot of **traffics** in Lahore at this time of day.
- There **is** always a lot of **traffic** in Lahore at this time of day.

### TEXTUAL SUPPORT

- One did find oneself waiting for the taxi that was to convey the family and its **luggages** to the railway station.  
One did find oneself waiting for the taxi that was to convey the family and its **luggage** to the railway station.
- It is against the law to throw **garbages** in the streets.  
It is against the law to throw **garbage** in the streets.
- I like for us to have a nicer apartment, nicer **furnitures**, nicer clothes, and a car.  
I like for us to have a nicer apartment, nicer **furniture**, nicer clothes, and a car.
- He picked up the **luggages** in his cold hands.  
He picked up the **luggage** in his cold hands.
- The allies superseded the normal **machineries** of the government.  
The allies superseded the normal **machinery** of the government.
- I don't fit into the **sceneries** around here.  
I don't fit into the **scenery** around here.
- There was plenty of **shrapnels** falling about outside.  
There was plenty of **shrapnel** falling about outside.

### Plural - Plural

#### Paired Noun

Two special groups of nouns are usually plural nouns referring to clothes and some other things that people wear, and nouns referring to tools and some other things that people use.

i. Some plural nouns which refer to **clothes** and other things that people wear:

**braces, glasses, jeans, knickers, leggings, overalls, panties, pants, pajamas, shorts, spectacles, etc.**

## UNIT -4

ii. Plural nouns which refer to tools and some other things that people use:  
**binoculars, clipper, tweezers, etc.**

iii. Other nouns which refer to things that people use:  
**belongings, outfit, etc.**

### Examples:

- Please ensure that the **binoculars** are clean.
- Please ensure that the **clipper** is sharp.
- They live in a **house**.
- They live in a **house**.
- I'll have to buy some **belongings**.
- I'll have to buy some **belongings**.

### TEXTUAL SUPPORT

- He examined the **binoculars**.
- He examined the **binoculars**.
- Thank you for the **gift**.
- Thank you for the **gift**.
- I keep my **belongings** in a box.
- I keep my **belongings** in a box.
- It is the **house** that I live in.
- It is the **house** that I live in.
- I have a **house**.
- I have a **house**.

Both Singular and Plural Nouns  
The plural nouns are **binoculars, clipper, tweezers, etc.**

You use the **binoculars** to see far things.

- We use the **clipper** to cut hair.
- To use the **clipper** to cut hair.
- To use the **clipper** to cut hair.
- To use the **clipper** to cut hair.

### TEXTUAL SUPPORT

- 1.
- 2.



**UNIT -4**

ii. Plural nouns which refer to **tools** and other things that people use:  
*binoculars, clippers, compasses, nutcrackers, pincers, pliers, scales, scissors, shears, tongs, tweezers, etc.*

**NOUN**

iii. Other nouns which are always plural in form:  
*belongings, outskirts, clothes, premises, congratulations, savings (money), earnings, stairs, etc.*

**Examples:**

- Please ensure that you take all your **belonging** with you as you leave the aircraft.  
Please ensure that you take all your **belongings** with you as you leave the aircraft.
- They live on the **outskirt** of Frankfurt, almost in the countryside.  
They live on the **outskirts** of Frankfurt, almost in the countryside.
- I'll have to go **upstair** and change.  
I'll have to go **upstairs** and change.

**TEXTUAL SUPPORT**

1. He examines the **shear, clipper**, and combs.  
He examines the **shears, clippers**, and combs.
2. **Thank** be to Allah for having placed the sea between us and such a foe.  
**Thanks** be to Allah for having placed the sea between us and such a foe.
3. I keep my money in cash in my trousers pocket and my **saving** in silver dollars in a sock.  
I keep my money in cash in my trousers pocket and my **savings** in silver dollars in a sock.
4. It is the doctor and his **belonging** which carry the germs from the diseased to the healthy woman.  
It is the doctor and his **belongings** which carry the germs from the diseased to the healthy woman.
5. I hung on the **outskirt** of a crowd around an ice-cream barrow.  
I hung on the **outskirts** of a crowd around an ice-cream barrow.

**Both Singular and Plural**

The plural of some nouns is same as the singular.

**aircraft, bison, heron, salmon, deer, sheep, trout, carp, etc.**

You use the plural form fishes when you are talking about different kinds of fish.

- We are studying the various **fishes** of the Indian Ocean.
- Tom's sister came with all her **offsprings**.
- ✓ Tom's sister came with all her **offspring**.
- They flew in two flights of three **aircrafts**.
- ✓ They flew in two flights of three **aircraft**.

**TEXTUAL SUPPORT**

1. This protective treatment has safeguarded millions of **sheeps** and cattle from the disease.  
This protective treatment has safeguarded millions of **sheep** and cattle from the disease.
2. Sleeping sickness was conveyed by a **specie** of tsetse-fly.  
Sleeping sickness was conveyed by a **species** of tsetse-fly.



## UNIT -4

### The Nominal Adjective

Some adjectives are used as nouns ('the poor', 'the blind', 'the insane') and some past participles are used as nouns ('the retired', 'the disabled', 'the uneducated'). These words are nearly always used with *the* and refer to all the members of a class or group.

#### Rule

We do not add an "-s" to make the plural of the nominal adjectives such as *the poor, the rich, the brave, the honest* and participial adjective such as *the retired, the injured, the uneducated, etc.*

- *The injureds* were taken to hospital.  
*The injured* were taken to hospital.
- Why do *the blinds* receive such little sympathy?  
Why do *the blind* receive such little sympathy?

### Collective Noun

Collective nouns are words for group of people or things. The typical collective noun is a body made up of individual people. Collective Nouns can be considered singular or plural.

Some collective nouns are always used in plural form. They don't have any plural form.

- *clergy, people, police, poultry, gentry, vermin, etc.*

- Whose *cattles* are these?
- Whose *cattle* are these?

### Some common Collective Nouns are:

<i>a pile of books</i>	<i>a flock of birds</i>
<i>a pack of cards</i>	<i>a litter of cubs</i>
<i>a clutch of eggs</i>	<i>a gaggle of geese</i>
<i>a bunch of flowers</i>	<i>a swarm of bees</i>
<i>a row of houses</i>	<i>a troop of monkeys</i>
<i>a pile of newspapers</i>	<i>a flock of sheep.</i>

### Noun vs Verb

mean

means

- **Mean** (verb) means to have something as a meaning; to represent something.
- **Means** (noun) means a way of achieving or doing something.

- What do you means?
- ✓ What do you mean?

- They are using peaceful **mean** to achieve their aims.
- ✓ They are using peaceful **means** to achieve their aims.

remain

remains

## UNIT -4

Remain (verb) mean  
Remains (noun) me

- She fed the rem
- ✓ She fed the rem

summon

- Summons (no
- Summon (ve

- The police h
- ✓ The police l

effect

Affect is near  
Compare:

- The new
- The new

advice

Advice is

- She gi
- Can y

- I'd st
- I'd s

halv

Halve

If they

Half (

Impro

The p

The

Bat

•

✓

•

✓

✓

K



## NOUN

### UNIT -4

**Remain** (verb) means to continue to exist.

**Remains** (noun) means the parts of something that are left after the other parts have been used

- She fed the **remain** of her lunch to the dog.
- ✓ She fed the **remains** of her lunch to the dog.

**summon**

**summons**

- **Summons** (noun) means an order to appear in court
- **Summon** (verb) means to order somebody to come to you
- The police have been unable to serve a **summon** on him.
- ✓ The police have been unable to serve a **summons** on him.

**effect**

**affect**

**Affect** is nearly always a verb. The noun is normally **effect**.

**Compare:**

- The new tax laws are likely to **affect** exports.
- The new tax laws are likely to have an **effect** on exports.

**advice**

**advise**

**Advice** is a noun, and **advise** is a verb.

- She gives really good **advice**.
- Can you **advise** me?
- I'd strongly **advise** against making a sudden decision.
- I'd strongly **advise** against making a sudden decision.

**halve**

**half**

**Halve** (verb):

If they defend better, they can **halve** the amount of goals they concede.

**Half** (noun):

Improving their defence would reduce the goals they concede by **half**.

The potatoes will cook more quickly if you **half** them before you put them in the oven.

The potatoes will cook more quickly if you **halve** them before you put them in the oven.

**bath**

**bathe**

**Bath** is a noun and **bathe** is a verb.

- He took a **bathe**.
- ✓ He took a **bath**.
- Children like to **bath** in the rain.
- ✓ Children like to **bathe** in the rain.



## UNIT -4

breath

breathe

Breath is noun, and breathe is a verb.

- She was dizzy and short of *breathe*.
- ✓ She was dizzy and short of *breath*.

envelope

envelop

Envelope is a noun, and envelop is a verb.

- He put the *envelop* on the table.
- ✓ He put the *envelope* on the table.

## TEXTUAL SUPPORT

1. Ralston's straight words had, in some ways had, an **affect**.  
Ralston's straight words had, in some ways had, an **effect**.
2. He set the **envelop** on the chair side-table.  
He set the **envelope** on the chair side-table.
3. Her **breathes**, however, were coming faster and faster.  
Her **breaths**, however, were coming faster and faster.
4. Cordova had almost three hundred public **bathes**.  
Cordova had almost three hundred public **baths**.
5. In about half of these exceptional cases, he afterward rather wished he had taken her **advise**.  
In about half of these exceptional cases, he afterward rather wished he had taken her **advice**.
6. He reached into an inside coat pocket and withdrew a small sealed **envelop**.  
He reached into an inside coat pocket and withdrew a small sealed **envelope**.

## PAST PAPER QUESTIONS:

The police, in their investigation, used coercive measure to get favorable statement from the accused.  
A) B) C) D)

(A- measures)(2011)

Enlarged and beautified by later caliphs, al-Zahra became the nucleus of a royal suburb whose  
A) B) C)

(C-remains) (2014)

remain, partly excavated in and after 1910, can still be seen.  
D)

- A) E-mail is a relatively new **mean** of communication.  
B) E-mail is a relatively new **mean** to communication.  
C) E-mail is a relatively new **means** of communication.  
D) E-mail is a relatively new means **to** communication. (2009)

- A) The **remains** of the body were thrown into the sea.  
B) The **remain** of the body were thrown into the sea.  
C) The remains of the body were thrown **to** the sea.  
D) The remains of the body **was** thrown into the sea.

## 5 UNIT

The determiners A/A (before a noun, article), before a noun, speaker, listener, who referred to is already known. When you have art

- Omission of
- Commission
- Overlapping

Outline:

what,

Interrogat

Quantifiers:  
heading: the

Articles:

The words  
class. The

- a book
- an un
- the s

Why A

We use  
people



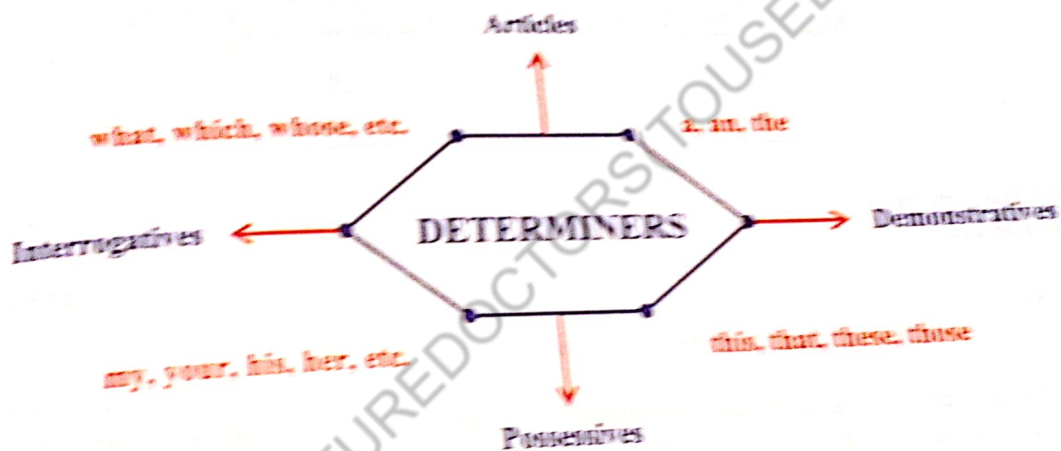
# 5 UNIT

## ARTICLES

The determiners *A/An* and *The* are called articles. These function words *are* (indefinite article), before a noun, show that what is referred to is not already known to the speaker, listener, writer and/or reader, whereas the (definite article) shows that what is referred to is already known to the speaker, listener, writer and/or reader. When you have articles, you need to check out:

- Omission of articles
- Commission of articles
- Overlapping of articles

Outline:



**Quantifiers:** We have already discussed these determiners in Agreement Mistakes under the heading: there should be an agreement between Noun and its Quantifiers.

**Articles:** The words a/an and the are known as articles. The articles belong to the determiner word class. They are always followed by a noun.

- a book
- an umbrella
- the sky

**Why Articles?**

We use articles to show whether we are talking about *particular* people or things, or about people or things *in general*.

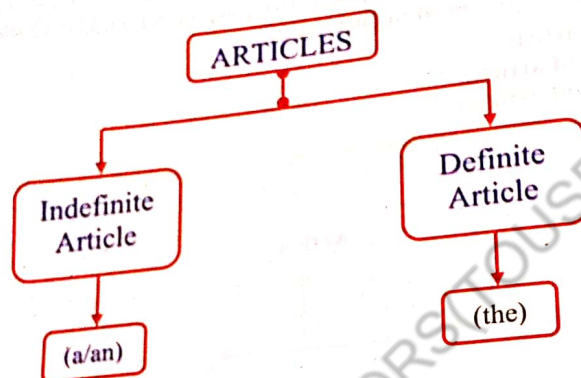


## UNIT -5

As a general rule, singular countable nouns need an article or other determiner:

- a / the spoon (articles)
- one spoon (Quantifier)
- this spoon (Demonstrative)
- my spoon (Possessive)
- which spoon (Interrogative)

Article:



**Indefinite Article**  
Where to use

**A vs An:**

Use of 'a or an' depends upon the sounds: vowels or consonants.

**Vowel ('vaʊəl):**

A vowel is a sound such as the ones represented in writing by the letters 'a', 'e', 'i', 'o' and 'u', which you pronounce with your mouth open, allowing the air to flow through it.

**Consonant (kɒnsənənt):**

A consonant is a sound such as 'p', 'f', 'n', or 't' which you pronounce by stopping the air flowing freely through your mouth.

**Article 'An':**

We use article "an" with the singular countable noun beginning with vowel sounds. (urdu)

- An apple
- An eagle
- An inkpot
- An orange
- An umbrella



## UNIT -5

**Article 'A':**

You use 'a' before countable nouns.

- a pen
- a fan
- a nut
- a train

**Unusual A & An**

**Unusual 'an':**

The consonant 'h' at the beginning of these words:

- an heir
- an honor
- an hour
- an honest man

**Unusual 'a':**

The vowels 'u' and 'o'. So, you use 'a' before these words:

- a European
- a university
- a union

**Unusual 'a':**

The word 'one' at the beginning of these words:  
✓ a one man show

**Rule - 1**

**Articles to repeat**

You use a/an before these words:

**class:**

- A child needs
- A person lives

**TEXTUAL S**

1. Tyrant do  
A tyrant c
2. "Son loo  
"A son l
3. It is not  
It is not



## UNIT -5

### Article 'A':

You use 'a' before countable nouns that begin with a consonant.

- a pen
- a fan
- a nut
- a train

### ARTICLE



### Unusual A & An

#### Unusual 'an':

The consonant 'h' at the beginning of the following words is silent. So, you use **an**, not **a**, before these words:

- an heir
- an honor
- an hour
- an honest man

#### Unusual 'a':

The vowels 'u' and 'eu' at the beginning of the following words sounds like the word 'you'. So, you use 'a' before them:

- a European
- a university
- a union

#### Unusual 'a':

The word 'one' sounds as if it begins with the consonant 'w', so you use 'a' before it.

- ✓ a one man show

### Rule - 1

#### Articles to represent a class

You use **a/an** before singular countable nouns when you are referring to things or people as a class:

- A child needs love and care.
- A person lives in a house, but a mouse lives in a hole.

### TEXTUAL SUPPORT

1. **Tyrant** does not remain in the world, but the curse on him abides for ever!  
A **tyrant** does not remain in the world, but the curse on him abides for ever!
2. "Son looks to the affection of his parents," said the boy.  
A **son** looks to the affection of his parents," said the boy.
3. It is not **earthman's** house anymore.  
It is not **an earthman's** house anymore.



## UNIT -5

### Rule - 2

Articles with e/o/u/ (vowels and consonants)

In most cases, the letters 'e/o/u' are pronounced are **vowels**. Use article 'an' before such letters.

- *e* (an English lesson)
- *o* (an only child) and
- *u* (an umbrella)

But, sometimes the letters 'e/o/u' are pronounced as **consonants**. Use article 'a' before such letters.

- *a* (a European)
- *a* (one-way street)
- *a* (university)

### Examples

- Sending young people to prison is **a** enormous mistake.
- ✓ Sending young people to prison is **an** enormous mistake.
- All applicants must possess **an** university degree.
- ✓ All applicants must possess **a** university degree.

### TEXTUAL SUPPORT

1. The stars travel through **an universe** so immense that one star cannot anywhere near to another.  
The stars travel through **a universe** so immense that one star cannot come anywhere near to another.
2. They found a flimsy rocket frame rusting in **empty** shop.  
They found a flimsy rocket frame rusting in **an empty** shop.
3. Mrs. Brool served there until **a uncle** in Australia left her a lot of money.  
Mrs. Brool served there until **an uncle** in Australia left her a lot of money.
4. More thankless than a serpent's tooth is **ungrateful** child.  
More thankless than a serpent's tooth is **an ungrateful** child.
5. It's **old-fashioned** shop, crowded with stuff not usually found in barber shops.  
It's **an old-fashioned** shop, crowded with stuff not usually found in barber shops.
6. When Chips entered in the midst of the uproar there was **a instant** hush.  
When Chips entered in the midst of the uproar there was **an instant** hush.
7. He reached into an inside coat pocket and withdrew **small** sealed envelope.  
He reached into an inside coat pocket and withdrew **a small** sealed envelope.

## ARTICLE

## UNIT -5

### Rule - 3

Article with 'h' (silent and)

**h** → **silent**

If a word begins with the

- *a hard question*
- *a huge house*

**h** → **Pronounced**

If a word begins with

- *an honest answer*
- *an hour's delay*

### Example:

- He received **a** h
- ✓ He received **an**

### TEXTUAL SUPPORT

1. I should have  
I should have
2. He had never  
He had never
3. Have you ever  
Have you ever
4. It will be a  
It will be a

### Rule - 4

Articles with

We use **an** b

- *an M. Sc*
- *an 's'*

We use a b

- *a B. Sc*
- *a 'u'*

### Example

- His n
- ✓ His n

### PAST

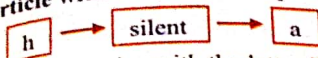
- A) Her
- B) Her
- C) Her
- D) He



## UNIT -5

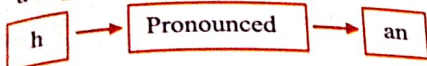
### Rule - 3

#### Article with 'h' (silent and pronounced)



If a word begins with the letter 'h', we use **a** if the 'h' is pronounced.

- a **hard** question
- a **huge** house



If a word begins with the letter 'h', we use **an** if the 'h' is silent.

- an **honest** answer
- an **hour's** delay

#### Example:

- He received **a** honourable discharge from the army.
- ✓ He received **an** honourable discharge from the army.

### TEXTUAL SUPPORT

1. I should have desisted and come back in **a** hour or more.  
I should have desisted and come back in **an** hour or more.
2. He had never been inside **an** hospital before.  
He had never been inside **a** hospital before.
3. Have you ever seen **an** hopper swarm on the march?  
Have you ever seen **a** hopper swarm on the march?
4. It will be **a** honour, sir, to be your son.  
It will be **an** honour, sir, to be your son.

### Rule - 4

#### Articles with abbreviations

We use **an** before an abbreviation or a letter beginning with a vowel sound.

- an **M. Sc**
- an **'s'**

We use **a** before an abbreviation or letter beginning with a consonant sound.

- a **B. Sc**
- a **'u'**

#### Example:

- His name starts with **a** 'R'.
- ✓ His name starts with **an** 'R'.

### PAST PAPER QUESTION

- A) Her father **is** a SP in the Punjab Police.  
B) Her father **was** a SP in the Punjab Police.  
C) Her father **is** an SP in the Punjab Police.  
D) Her father **are** a SP in the Punjab Police. (2012)



## UNIT -5

### Rule - 5

#### Articles with numbers

We use **an** before a number beginning with a vowel sound.

- an 11
- an 80

We use **a** before a number beginning with a consonant sound.

- a 12
- a 30

### Rule - 6

#### Articles with Common Nouns

a street	a school
a doctor	a nurse
a boy	a girl
a teacher	a book
a pen	a person

You use **a/an** with things or people that are not unique, or when you are not specifying any particular person or thing from a number of possible ones:

- Do you want **an** apple, **a** pear or **an** orange?
- We ought to send for **a** doctor.

### TEXTUAL SUPPORT

1. Please take **decision** without any delay.  
Please take **a decision** without any delay.
2. Inside here is **key** to the bell-unit dome.  
Inside here is **a key** to the bell-unit dome.
3. You may be afraid of Him to plot **a evil**.  
You may be afraid of Him to plot **an evil**.
4. **A outpost** with a water-supply was found on one of Christopher's maps.  
**An outpost** with a water-supply was found on one of Christopher's maps.

### PAST PAPER QUESTIONS:

- A) Pakistan cricket team forged **an** impregnable lead.  
B) Pakistan cricket team forged **the** impregnable lead.  
C) Pakistan cricket team forged **against** impregnable lead.  
D) Pakistan cricket team forged **on** impregnable lead. (2013)

- A) Pride was **an** intrinsic component of his personal makeup.  
B) Pride **was a** intrinsic component of his personal makeup.  
C) Pride **an** intrinsic component of his personal makeup.  
D) Pride **were an** intrinsic component of his personal makeup. (2014)

## ARTICLE

## UNIT -5

- A) In a short while **quicker**  
B) In **a short while** quite  
C) In a short while **quit**  
D) In a short while **quilt**

4. There is terror **from**  
melodrama - a dimly  
**promise of violent ac**  
D)

### Rule - 7

#### Articles to make p

You use **a/an** before  
thing **not known to**

- I've been visit
- I read somethi

### Rule - 8

#### Articles with th

Typically, **a/an**  
person or thing  
used, for exampl

- 'Would you
- 'Where is t

### Rule - 9

#### Articles to m

The indefinit

- The inter
- I spent a
- I'll see y

### Rule - 10

#### Articles wi

Several exp

- An unc

### TEXTUA

1. You've  
You've
2. You've  
You've
3. Chip  
Chip



## UNIT -5

### ARTICLE

- A) In a short while **quiet** a large crowd **had been** collected.  
B) In a short while **quite** a large crowd **had been** collected.  
C) In a short while quite **large** crowd **had been** collected.  
D) In a short while quite **the large** crowd **had been** collected. (2016)

4. There is terror from the outset, and there are all components necessary to create a  
melodrama – a dimly-lit bus station, the storm accompanied by flashes of lighting and the  
promise of violent action or emotion. (C)  
D) (C-a storm)

#### Rule - 7

##### Articles to make persons or things unknown

You use **a/an** before countable nouns or noun phrases when you are referring to a person or thing **not known to your hearer**:

- I've been visiting **a** cousin in Thailand.
- I read something interesting in **a** magazine yesterday.

#### Rule - 8

##### Articles with the nouns mentioned for the first and second time

Typically, **a/an** is used when a thing or person is mentioned for the first time. When the person or thing is mentioned again, the definite article or another determiner, or a pronoun, is used, for example:

- 'Would you like to come to **a** party with me tonight?'
- 'Where is **the** party?'

#### Rule - 9

##### Articles to mean 'one'

The indefinite article **a/an** can be used to mean '**one**' in expressing numbers and quantities:

- The interview lasted **an** hour.
- I spent **a** year abroad.
- I'll see you in **a** week.

#### Rule - 10

##### Articles with expressions of quantity

Several expressions of quantity use the **indefinite article**:

- An uncle in Australia left her **a** lot of money.

### TEXTUAL SUPPORT

1. You've put your life in his hands **many** time.  
You've put your life in his hands **many a** time.
2. You've put your life in his hands **many** time.  
You've put your life in his hands **many a** time.
3. Chips thought it over **good many times**.  
Chips thought it over **a good many times**.



## ARTICLE

### UNIT -5

#### Rule - 11

The **indefinite article** is used with the meaning 'every' or 'per' to express rate, cost and frequency:

- It is charged at the rate of 50p **a** minute.
- I visit my grandparents twice **a** week.

#### Rule - 12

##### Articles with linking verb

You use the **indefinite article** before countable nouns after a linking verb such as **be, become, seem, etc.**

- David is **a** doctor.
- Harry seems **a** nice guy.

#### Rule - 13

##### Articles with 'as' and 'like'

To describe the role of a person or thing using the prepositions 'as' and 'like', you need the **indefinite article**:

- The kitchen had to serve as **an** office.
- He treated me like **a** slave.

#### Rule - 14

##### Articles with Proper Noun to show strangeness

The **indefinite article** is sometimes used to refer to a **person** whose name you know, but whom you don't know personally:

- **A** Mr. Haley phoned and left a message for you.
- She was receiving a lot of e-mails from **an** Alexander.

#### Rule - 15

##### Article with a Famous Name

The **indefinite article** is sometimes used before a famous name, to mean an imaginary person with the qualities that made the original celebrity famous:

- Usman Buzdar can never be **a** Wasim Akram.

#### Rule - 16

##### Articles with nouns to mean a work by the noun

The **indefinite article** is sometimes used before the name of an artist, to mean a work by that artist:

- They own **a** William Shakespeare.

#### Rule - 17

##### Articles with nouns to refer a portion of something

The **indefinite article** is sometimes used to refer to **a portion** of something, especially a drink, that is usually uncountable:

- I asked for **a** tea and **a** coffee at the refreshments stall.
- I'll have **a** beer, please.

### UNIT -5

#### Rule - 18

Articles with 'more'

- We use article 'a' w
- You must develo
- ✓ You must develo

#### TEXTUAL SUPP

1. Mr. Somervell  
Mr. Somervell
2. Gorgious hit c  
Gorgious hit

#### Rule - 19

##### (a/an vs One)

'one' (adjective)

One day he war

'one' can be us

month/year/su

- One night
- One winte

#### DEFINITE

#### Rule - 1

##### Articles with

You use 'the' introduced

- **A** girl
- I had a

#### Rule - 2

##### Articles

You use

your hea

- May
- Sha
- Plea

#### Rule -

##### Articl

You u

Queen

- T
- I



## UNIT -5

### Rule - 18

#### Articles with 'more' and 'most'

- We use article "a" with "more" and "most" when it means very.
- You must develop **most** sincere interest in studies.
  - ✓ You must develop **a most** sincere interest in studies.

## ARTICLE

### TEXTUAL SUPPORT

1. Mr. Somervell – the **most** delightful man – taught us English.  
Mr. Somervell – **a most** delightful man – taught us English.
2. Gorgious hit on **most** extraordinary ambition.  
Gorgious hit on **a most** extraordinary ambition.

### Rule - 19

#### (a/an vs One)

'one' (adjective/pronoun) used with **another/others**:

**One** day he wanted his lunch early, **another** day he wanted it late.

'one' can be used before **day/week/**

**month/year/summer/winter etc.** to denote a particular time when something happened:

- **One night** there was a terrible storm.
- **One winter** the snow fell early.

### DEFINITE ARTICLE

#### Rule - 1

#### Articles with already mentioned nouns

You use '**the**' before a thing or person when you mention them for a second time, having introduced them with a/an:

- **A** girl and **a** boy were playing nearby; **the** girl looked much younger than **the** boy.  
I had **an** injury on my leg; **the** injury looked nasty.

#### Rule - 2

#### Articles with shared knowledge

You use '**the**' before a noun when you are talking about something or someone definite, and your hearers know which thing or person you mean:

- May I turn on **the** television?
- Shall I turn **the** radio off?
- Please close **the** door.

#### Rule - 3

#### Articles with Unique objects

You use '**the**' before a thing or person that is unique, such as **the sun, the earth, the devil, the Queen, etc.:**

- **The** moon was hidden behind a cloud.
- I glanced up at **the** Sky.



## UNIT -5

## Rule - 4

## Articles with Plurals

You use 'the' with **plural nouns** when you are referring to definite things, and people know which things you mean:

- The **wheels** are muddy.
- We 'd better wash **the dishes**.
- I've just been making **the beds**.

## Rule - 5

You use 'the' with **uncountable nouns** when you are talking about a particular lot of something, and people know what you are referring to:

- Where's **the sugar**?
- **The butter** is melting.
- Put **the salt** on **the table**.

## Rule - 6

## Articles with Phrases and Clauses

You use 'the' not only when you are referring to a person or thing already known to your hearer, but also when you are in the process of **identifying someone or something**.

## Rule - 6 (A)

- by means of a **participle phrase** placed after the noun:
- There's my fiancé, **the man standing by the door**.

## Rule - 6 (B)

- by means of a **prepositional phrase** placed after the noun:
- Who's **the lady in the red trouser suit**?

## Rule - 6 (C)

- by means of a **relative clause**:
- **The shop that sells fabric remnants** is closing down.
- I've found a copy of **the recording you recommended**.

## Rule - 7

## Articles with the Comparative Adjectives

You use 'the' with **comparative adjectives** used in pairs:

- **The higher** we go, **the cooler** it is.
- The is also used with comparative degree in the expression like '**of the two**':
- She is **the better** of the two sisters.

## TEXTUAL SUPPORT

The more unjust the king is, **more** troubled his country will be.

The more unjust the king is, **the more** troubled his country will be.

**More** the disease was cured, **more** it became painful.

**The more** the disease was cured, **the more** it became painful.

## UNIT -5

## Rule - 8

## Articles with the Superlatives

You use 'the' with **superlative adjectives**.  
Which of you is **the best**?  
**The largest** dinosaur.

## TEXTUAL SUPPORT

1. Once he raised a voice, **the loudest** voice I ever heard.  
Once he raised a voice, **the loudest** voice I ever heard.
2. They hadn't found **the best** solution.  
They hadn't found **the best** solution.
3. I took the president's advice.  
I took the president's advice.

## Past Paper Question

However, by being **the best**, he won the prize.  
A)

## Rule - 9

## Articles for Countable Nouns

**The**, like **a**, can be used with countable nouns.

- How did **the** game go?
- **The** gun is on the table.

## Rule - 10

## Articles with Uncountable Nouns

'The' can be used with uncountable nouns.

- They discussed **the** problem.

## Rule - 11

## Articles with Proper Nouns

'The' can be used with proper nouns.

- This is **the** capital of the country.
- It encloses **the** map.

## Rule - 12

## Articles with Instruments

When you refer to an instrument, you use 'the'.

- Mic is **the** best.
- Sara is **the** best.



## UNIT -5

### Rule - 8

#### Articles with the Superlative Adjectives

You use 'the' with superlative adjectives:  
Which of you is **the best** runner?

**The largest** dinosaur had a disproportionately small head.

### TEXTUAL SUPPORT

1. Once he raised a hand to touch **lowest** of the swings.  
Once he raised a hand to touch **the lowest** of the swings.
2. They hadn't **foggiest** notion of what happened to this town or its people.  
They hadn't **the foggiest** notion of what happened to this town or its people.
3. I took the prescription to a **nearest** chemist's and handed it in.  
I took the prescription to **the nearest** chemist's and handed it in.

### Past Paper Question:

However, by being so long in **lowest** form I gained an immense advantage over the cleverer boys.

A)

B)

C)

D)

(B-The lowest) (2018)

### Rule - 9

#### Articles for Class Representation

**The**, like **a**, can be used before a noun to represent a whole class:

- How did people manage before the invention of **the computer**?
- **The gun** should be banished from our culture.

### Rule - 10

#### Articles with Nationalities

'The' can be used before certain nationality:

- They disliked **the French**.

### Rule - 11

#### Articles with Nominal Adjectives

'The' can be used before nominal adjectives to represent a whole class of people:

- This new legislation will help **the unemployed**.
- It encourages **the poor** to make war on **the rich**.

### Rule - 12

#### Articles with Musical Instruments

When you are talking about people playing instruments, you usually put 'the' before the instrument:

- Michael plays **the violin**.
- Sara plays **the organ**.



## UNIT -5

## TEXTUAL SUPPORT

1. The sons were playing songs on flutes and pipes.  
The sons were playing songs on the flutes and pipes.

## Rule - 13

## Articles with Proper Nouns

You use 'the' before the names of:

- Seas (the Red Sea)
- Oceans (the Pacific Ocean)
- Heavenly Books (the Holy Quran)
- Mountain Ranges (the Himalayas)
- Newspaper (The News)

You use 'the' before the names of:

- Geographical Areas (The Middle East)
- Deserts (The Sahara)
- Mega Structures (The Taj Mahal)
- Heavenly Bodies (the sun)
- Rivers (The Ravi)

## TEXTUAL SUPPORT

1. Scarcely had Mustafa Kamal entered Black Sea than the authorities of Istanbul became suspicious of his intentions.  
Scarcely had Mustafa Kamal entered the Black Sea than the authorities of Istanbul became suspicious of his intentions.
2. Six days later the advance guard of Turkish National forces drew within sight of Mediterranean.  
Six days later the advance guard of Turkish National forces drew within sight of the Mediterranean.
3. On the 12th the Greeks crossed Sakarya and began to retire steadily.  
On the 12th the Greeks crossed the Sakarya and began to retire steadily.
4. Los Angeles has solved the problem by bringing water to the city from Colorado River.  
Los Angeles has solved the problem by bringing water to the city from the Colorado River.
5. River Niger is in the extreme south of the great desert.  
The river Niger is in the extreme south of the great desert.
6. Hitch-hiking was the mode of travel that Robert Christopher decided to adopt in Sahara.  
Hitch-hiking was the mode of travel that Robert Christopher decided to adopt in the Sahara.
7. I remember going to British Museum one day to read up the treatment for some slight ailment.  
I remember going to the British Museum one day to read up the treatment for some slight ailment.
8. This was the only place on the mountain where sun could shine to the ground.  
This was the only place on the mountain where the sun could shine to the ground.

## UNIT -5

9. The malign  
The malign
10. We put an  
We put an
11. Grayson's  
Grayson's
12. Chips wa  
Chips wa
13. He had n  
He had n
14. He likee  
He likee
15. At the  
Strasbu  
At the  
of Stra

Rule - 14  
Articles

We use  
last, the

- It w
- ✓ It w
- An
- ✓ An

## TEXT

1. I
- I
2. H
- I
- 3.

4.

5.

6.

7.



## UNIT -5

### ARTICLE

9. The malign and mysterious influence of **moon** caused lunacy.
10. We put an ad in The O.K. by **-Sea Gull**.  
We put an ad in The O.K. by **-the-Sea Gull**.
11. Grayson's father had sailed on **Titanic**.  
Grayson's father had sailed on **the Titanic**.
12. Chips was taken to **Great Exhibition** as a toddling child.  
Chips was taken to **the Great Exhibition** as a toddling child.
13. He had never visited **Lake District** since.  
He had never visited **the Lake District** since.
14. He liked short leading articles **in Times**.  
He liked short leading articles **in the Times**.
15. At the age of twenty-six Pasteur became Deputy Professor of Chemistry in **University** of Strasbourg.  
At the age of twenty-six Pasteur became Deputy Professor of Chemistry in **the University** of Strasbourg.

### Rule - 14

#### Articles with Ordinal Adjectives

We use **the** while using ordinal numbers such as **the first, the second, the third, the next, the last, the previous, the following, etc.**

- It was, nevertheless, a good school of **a second** rank.
- ✓ It was, nevertheless, a good school of **the second** rank.
- And **a next** day would be Christmas.
- ✓ And **the next** day would be Christmas.

### TEXTUAL SUPPORT

1. I ploughed this mountain with cattle **first** time it was ever ploughed.  
I ploughed this mountain with cattle **the first** time it was ever ploughed.
2. He died in the first week of **following** month.  
He died in the first week of **the following** month.
3. As he came to **first he** looked up for a moment with a slightly sad expression towards the royal platform.  
As he came to **the first he** looked up for a moment with a slightly sad expression towards the royal platform.
4. They were **first** to give Christmas gifts.  
They were **the first** to give Christmas gifts.
5. Such coats are found in large bundles at **second** hand clothes' shops.  
Such coats are found in large bundles at **the second** hand clothes' shops.
6. Up to **second** floor Della ran, and stopped to get her breath.  
Up to **the second** floor Della ran, and stopped to get her breath.
7. The Girl looks to **First Man** who stands behind the Second Man.  
The Girl looks to **the First Man** who stands behind the Second Man.



## UNIT -5

8. **Third** Abd-al-Rahman, like his illustrious predecessor, was a young man.  
The **third** Abd-al-Rahman, like his illustrious predecessor, was a young man.
9. **The last** I saw of London was the long line of electric lamps.  
Last I saw of London was the long line of electric lamps.

### Rule - 15

#### Articles with measuring units

We can use **by the** to say how something is measured such as:

- **by the kilogram**
  - **by the dozen**
  - **by the bucketful**
  - **by the liter**
  - **by the meter, etc.**
- 
- Boats can be hired by **day**.
  - ✓ Boats can be hired by **the day**.
- 
- Carpets are sold by **square metre**.
  - ✓ Carpets are sold by **the square metre**.

### TEXTUAL SUPPORT

1. But to see boys by **dozen** take jobs lasting from six o'clock in the evening till two in the morning is a heartrending spectacle.  
But to see boys by **the dozen** take jobs lasting from six o'clock in the evening till two in the morning is a heartrending spectacle.
2. It was common practice in many cities to bring water by **bucketful** for household use.  
It was common practice in many cities to bring water by **the bucketful** for household use.

### Rule - 16

#### Articles with Body Parts

A noun referring to a part of the human body can be used with **'the'** to refer to that part of anyone's body.

- Arteries supply **heart** with blood.
- ✓ Arteries supply **the heart** with blood.

### TEXTUAL SUPPORT

1. He kissed **head** and eyes of the boy.  
He kissed **the head** and eyes of the boy.
2. The woman still held him **by neck** in the middle of her room.  
The woman still held him **by the neck** in the middle of her room.
3. That is the reason **hearts** of all the Muslims are perplexed.  
That is the reason **the hearts** of all the Muslims are perplexed.

## ARTICLE

## UNIT -5

### Rule - 17

Articles with Titles and O  
We use **the** with the name  
(President), invention (The

- Queen had dinner with
- ✓ The Queen had dinner

### TEXTUAL SUPPORT

1. President of the Uni  
The President of the
2. Governors would,  
The Governors would
3. Chatteris fell ill d  
Chatteris fell ill d
4. Sultan and Cent  
The Sultan and
5. Mustafa Kamal  
Mustafa Kamal

### Rule - 18

Generally, article  
illnesses such as

- The Cholera
  - ✓ Cholera I h
- 
- Mumps is
  - ✓ The mump

### TEXTUAL

1. I had the  
I had Br

2. The go  
Gout,

### Rule - 19

If a direc  
an articl

- Go t
- ✓ Go

If a dir

- T
- ✓ T



## UNIT -5

### Rule - 17

#### Articles with Titles and Organizations

We use **the** with the names of governmental bodies (*the FBI*), titles of officials (*the President*), invention (*The computer*).

- **Queen** had dinner with the President.
- ✓ **The Queen** had dinner with the President.

### ARTICLE

#### TEXTUAL SUPPORT

1. **President** of the United State wants to know all about you.  
**The President** of the United State wants to know all about you.
2. **Governors** would, of course, agree to your being adequately pensioned.  
**The Governors** would, of course, agree to your being adequately pensioned.
3. Chatteris fell ill during **winter** of '17.  
Chatteris fell ill during **the winter** of '17.
4. **Sultan and Central Government** are in enemy hands.  
**The Sultan and the Central Government** are in enemy hands.
5. Mustafa Kamal was declared **President** and General Ismat Inonu, Prime Minister.  
Mustafa Kamal was declared **the President** and General Ismat Inonu, the Prime Minister.

### Rule - 18

Generally, articles are not used with the names of illnesses or diseases. But, there are some illnesses such as **The measles, the flu, the mumps**, which require **The**.

- **The Cholera** I had with severe complications.
- ✓ **Cholera** I had with severe complications.
- **Mumps** is an acute contagious disease.
- ✓ **The mumps** is an acute contagious disease.

#### TEXTUAL SUPPORT

1. I had **the Bright's** disease in the modified form.  
I had **Bright's** disease in the modified form.
2. **The gout**, in its most serious, had seized me without my being aware of it.  
**Gout**, in its most serious, had seized me without my being aware of it.

### Rule - 19

If a direction (**north, west, south, east, left, and right**) directly follows a verb, we do not use an article with the direction.

- Go the east or west, we are the best.
- ✓ Go **east** or **west**, we are the best.

If a direction follows a preposition, we use **the**.

- The sun rises in east.
- ✓ The sun rises in **the** east.



## UNIT -5

## TEXTUAL SUPPORT

1. Abdul Rehman found one friend there and set off again toward **west**.  
Abdul Rehman found one friend there and set off again toward **the west**.
2. Christopher discovered that a desert truck was leaving for **south** shortly.  
Christopher discovered that a desert truck was leaving for **the south** shortly.
3. He was able to continue his hitch-hike to **south** in the leisurely manner.  
He was able to continue his hitch-hike to **the south** in the leisurely manner.
4. Afoot, friendless and penniless, he set out **south-westward**.  
Afoot, friendless and penniless, he set out **the south-westward**.
5. Balanguernon would continue **the south** on the primitive road towards Agades.  
Balanguernon would continue **south** on the primitive road towards Agades.
6. From Agades he travelled **the north** to meet Balanguernon.  
From Agades he travelled **north** to meet Balanguernon.
7. The Umayyad dynasty was wiped out in **East**.  
The Umayyad dynasty was wiped out in **the East**.
8. Sovereignty in the Muslim world, **the West** or **the East**, was unstable.  
Sovereignty in the Muslim world, **West** or **East**, was unstable.

## Rule - 20

## Articles with Family Names

**The** can be used with plural family names to refer to the family as a group.

- Parkers are coming for dinner tonight.
- ✓ **The Parkers** are coming for dinner tonight.

## TEXTUAL SUPPORT

1. **Bitterings** are emigrants who join the other Earth people to escape nuclear war on the planet Earth.  
**The Bitterings** are emigrants who join the other Earth people to escape nuclear war on the planet Earth.
2. **James Dellingham Youngs** were very proud of two things.  
**The James Dellingham Youngs** were very proud of two things.
3. **Flemings** were becoming a medical family.  
**The Flemings** were becoming a medical family.
4. The children, small seeds, might at any instant be sown to all **Martian** climes.  
The children, small seeds, might at any instant be sown to all **the Martian** climes.
5. This planet is meant for **Martians**.  
This planet is meant for **the Martians**.

## Rule - 21

## Articles with Countries

We do not use **the** with the names of most countries unless the name contains a word such as:

- **States**
- **Kingdom**
- **Republic**
- **United**
- **Union**

## UNIT -5

- He left Pakistan to live in **the** United States.
- ✓ He left Pakistan to live in **the** United States.
- He bade farewell to **the** United States.
- ✓ He bade farewell to **the** United States.

## Rule - 22

## Articles with Plural Names

**The** is used with "the" names of countries.

- **the** Philippines
- **the** Maldives
- **the** West Indies

- He lives in **Netherlands**.
- ✓ He lives in **the Netherlands**.
- I visited **Bahamas**.
- ✓ I visited **the Bahamas**.

## Rule - 23

## Articles with Plural Names

We do not use **the** with plural names of countries.

- **English** language
- ✓ **The English** language

## TEXTUAL SUPPORT

1. We were coming from **the** United States.  
We were coming from **the** United States.
2. Naturally **the** English language is used in **the** United States.  
Naturally **the** English language is used in **the** United States.

## Rule - 24

## Articles with Plural Names

We use **the** with plural names of countries.

- **The** kind of **the** English language
- ✓ **The** kind of **the** English language

- He is from **the** United States.
- ✓ He is from **the** United States.

## TEXTUAL SUPPORT

1. You had **the** kind of **the** English language.  
You had **the** kind of **the** English language.



## UNIT -5

### ARTICLE

- He left Pakistan to live in *the France*.
- ✓ He left Pakistan to live in *France*.
- He bade farewell to *United States* and went back to his homeland.
- ✓ He bade farewell to *the United States* and went back to his homeland.

#### Rule - 22

##### Articles with Plural Names of Countries

*The* is used with "*the Netherlands*" as well as with many nations which are island chains, such as:

- *the Philippines*
- *the Maldives*
- *the West Indies*
- He lives in *Netherlands*.
- ✓ He lives in *the Netherlands*.
- I visited *Bahamas* last year.
- ✓ I visited *the Bahamas* last year.

#### Rule - 23

##### Articles with Plural Names of Countries

We do not use article with the names of languages, used as nouns. But, if the name of language is used as an adjective *The* is used.

- *English* language is spoken all over the world.
- ✓ *The English language* is spoken all over the world.

#### TEXTUAL SUPPORT

1. We were considered such dunces that we could learn only *English language*.  
We were considered such dunces that we could learn only *the English language*.
2. Naturally I am biased in favour of boys learning *the English*.  
Naturally I am biased in favour of boys learning *English*.

#### Rule - 24

##### Articles with Material, Proper, and Abstract Nouns

We use article "*the*" with proper, abstract and material noun to make some reference.

- *The kindness* never goes unrewarded.
- ✓ *Kindness* never goes unrewarded.

- He is *Ghalib* of our times.
- ✓ He is *the Ghalib* of our times.

#### TEXTUAL SUPPORT

1. Young Branksome tells me that his uncle was Major Collingwood—*Collingwood* we had here in nought-two.  
Young Branksome tells me that his uncle was Major Collingwood—*the Collingwood* we had here in nought-two.



## UNIT -5

2. For another Colley had just arrived—son of Colley who was a son of the first Colley.  
For another Colley had just arrived—son of the Colley who was a son of the first Colley.

### ZERO ARTICLE

Grammar Help

- The use of zero article (no article) indicates general rather than specific reference.
- You use articles when you are being specific.

### WITH ZERO ARTICLE

- I never liked school.
- Jim was sent to prison.
- Well, I'm off to bed.
- I usually walk to work (-my office or place of work).

### WITH AN ARTICLE

- I went to a good school.
- The prison was on the outskirts of Oxford.
- I'd better make the bed.
- The work is very demanding.

Quite a lot of nouns, many of them countable, are used without the articles **a/an or the** in certain situations:

- What did you learn at school today?
- Is Dad back from work yet?
- We're a long way from home.

#### Rule - 1

#### Article and Certain Nouns

Nouns used with Zero Article include the following:

- Meals
  - Breakfast is at 8' O clock.
- Seasons:
  - We plant the seeds in spring.
- Transport used with 'by'
  - He travels by bus.

However, you have to use article with 'in, on, and with'.

- Did you come in a taxi or on the bus?
- I worked out the total with a calculator.

Standard places and institutions, used with prepositions, especially **to, from, at**.

- Few folk go to church nowadays.
- I start university in the autumn.
- I'm still in bed!

## ARTICLE

## UNIT -5

### Rule - 2

Articles with Material

You don't use **a or an**

- Water is wet.
- Sugar is sweet.
- We can't live without it.
- We get wool from sheep.

### Rule - 3

Plural nouns can

- There's a bee.
- There's a cow.
- Look! A shark.
- I've bought a pair of shoes.

### Rule - 4

Articles with

We don't use

- A man is...
- Man is...

### Rule - 5

Articles with

We do not

- What...
- What...

## TEXT

1. The

The

2. A

A

3. B

B

4. M

M



## UNIT -5

### Rule - 2

#### Articles with Material, Proper, and Abstract Nouns

You don't use *a* or *an* with uncountable (material, abstract, and Proper) nouns:

- *Water* is wet.
- *Sugar* is sweet.
- We can't live without *food*.
- We get *wool* from sheep.

### Rule - 3

Plural nouns can be used without an article:

- There's *a* bee. *Bees* are insects.
- There's *a* cow. *Cows* are animals.
- Look! *A* shark! *Sharks* are fishes.
- I've bought *a* parrot. *Parrots* are birds.

### Rule - 4

#### Articles with Common Nouns

We don't use articles with the common nouns used in the widest sense.

- *A* man is mortal.
- *Man* is mortal.

### Rule - 5

#### Articles with Type, sort, and kind

We do not use any article or determiner "*a*" after *type*, *sort*, and *kind*.

- What sort of *a* bird is that?
- What sort of *bird* is that?

## TEXTUAL SUPPORT

1. The great throne-room had been turned into a kind of *a* gymnasium.  
The great throne-room had been turned into a kind of *gymnasium*.
2. A pretty sort of *a* doctor you must be!  
A pretty sort of *doctor* you must be!
3. But if it had not been this sort of *a* school it would probably not have taken Chips.  
But if it had not been this sort of *school* it would probably not have taken Chips.
4. Many boys of finest character are doing just this kind of *a* thing.  
Many boys of finest character are doing just this kind of *thing*.



## UNIT -5

## Rule - 6

## Articles with Ordinal Adverb

We don't use *the* before ordinal number when they are used as *adverbs*, or *show specific periods of time* (next spring) or *refer to prizes* (first prize).

- The first, place the flour in the bowl. **The next**, add milk. Finally, mix in sugar.
- ✓ **First**, place the flour in the bowl. **Next**, add milk. Finally, mix in sugar.

## Rule - 7

## Articles with Ordinal Adverb

Don't use article after Possessive Determiner (*my, his, her, your, their, etc.*)

- **My** the best friend.
- ✓ **My** best friend.

## Rule - 8

## Articles with Time Nouns

Don't use article time nouns, typically used with the prepositions *after, at, before, by*:

- The creatures are active at **night**.
- It must be funny working by **night** and sleeping by **day**.



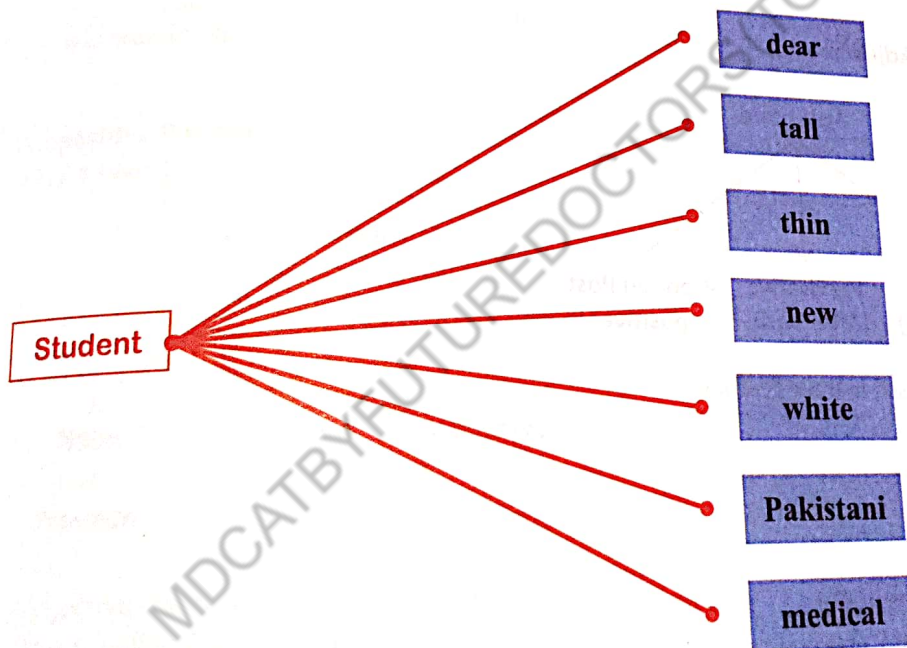
# 6 UNIT

## ADJECTIVE

Adjective describes a person, place or thing.  
Following are the points you need to check when you have *adjectives*:

- Degrees of an adjective
- Possessive adjectives and verbal nouns (Gerund)
- Faulty comparison
- Important pairs of adjectives

### ADJECTIVES



#### Adjective

- Adjective is a describing word.
- It describes a noun or a pronoun.
- It can be used before or after the noun or pronoun.

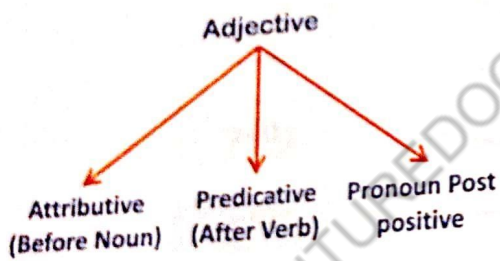


## UNIT -6

ADJECTIVE	
OPINION	Beautiful, Ugly, nasty, horrible, etc.
SIZE	Large, small, tall, high, wide, long, etc.
SHAPE	Round, flat, circular, square, pointed, etc.
QUALITY	Old, new, happy, easy, difficult, etc.
COLOR	Blue, red, green, yellow, purple, etc.
ORIGIN	English, Pakistani, Indian, French, etc.
Material	Cotton, Leather, Plastic, Paper, Woolen, etc.
Type (class)	Electric, chemical, political, weekly, etc.

Adjective

Positions of Adjectives:



Adjective can be used in three Positions.

- Attributive
- Predicative
- Postpositive
- A peaceful **walk** is useful.
- The boy **seems** very peaceful.
- We made the **members** peaceful.

## UNIT -6

Attributive Position  
(before a noun)

Adjective

- Adjective can be used before a noun.
- This is called Attributive Position.

Adjective  
A peaceful **walk** is useful.  
Noun  
She was wearing her beautiful **dress**.

Postpositive Position  
(after a noun)

Noun  
or  
Pronoun

- Adjective can be used after a noun or pronoun.
- This is called Postpositive Position.

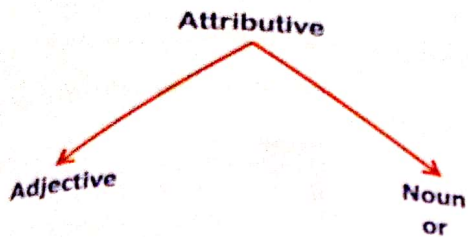
The sunsh **is** shining.  
Pronoun  
**Something** is wrong.



## UNIT -6

### Attributive Position (before a noun)

## ADJECTIVE



- Adjective can be used before a noun or a pronoun.
- This is called Attributive Position.

Adjective

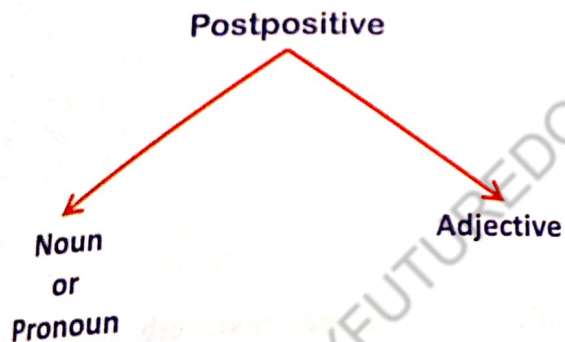
A **peaceful walk** is very useful.

Noun

Pronoun

She was wearing her new dress, the **red one**.

### Postpositive Position (after a noun)



- Adjective can be used after a noun or a pronoun.
- This is called Postpositive Position.

Adjective

The sunshine keeps my **back warm**.

Noun

Pronoun

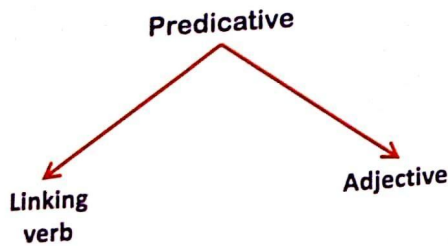
**Something unusual** had happened.

Adjective



## UNIT -6

### Predicative Position - 1 (after a verb)



- Adjective can be used as a **complement** of a linking verb.
- This is called **Predicative Position**.

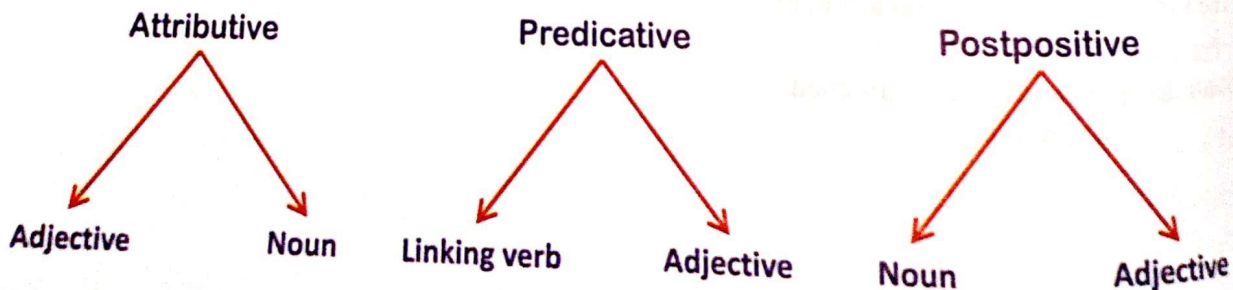
Linking verb  
They **became** sad.  
Adjective

### Predicative Position-2 (after verb)



- Adjective can be used as an **object complement** after a **complex transitive** verb.
- This is called **Predicative Position**.

Object  
He made **me** happy.  
Adjective



## UNIT -6

**Noun**  
A monster unsee  
**Adjective**  
the children were

**NOTE:** Postposi  
1. Attributive-

2. Adjectives t  
• The Bridal  
• A Digital C  
• My Elder S

3. Noun used  
• The Road  
• Child Lab  
• School U

1. Participl  
• An ador  
• a comm  
• Defeate  
• Workin

Attributiv  
**Some othe**  
• Elder l  
• Eldest  
• Mere  
• Sheer

• My o  
✓ My e

2. Predi  
(Not Be

Pre  
Fol



## UNIT -6

A <sup>Noun</sup> monster <sup>Adjective</sup> unseen was said to lurk beyond the moor;  
the children <sup>Linking Verb</sup> were <sup>Adjective</sup> unafraid of the <sup>Adjective</sup> unseen <sup>Noun</sup> monster.

## ADJECTIVE

**NOTE:** Postpositive Position is Independent of Predicative Position and Attributive Position.

### 1. Attributive-only Adjective:

#### 2. Adjectives that classify:

- The Bridal Suit
- A Digital Camera
- My Elder Sister

#### 3. Noun used as Adjectives:

- The Road Safety
- Child Labor
- School Uniform

#### 1. Participle Adjectives:

- An adoring/loving sister
- a commanding personality
- Defeated Expression
- Working Relationships

#### Attributive-only Adjective:

##### Some other Adjectives:

- Elder brother
- Eldest sister
- Mere a boy
- Sheer delight
- My older sister is elder than I am.
- ✓ My **elder** sister is **older** than I am.

### 2. Predicative - only Adjective: (Not Before Noun)

#### Predicative Only Followed by "to"

- accustomed
- Adjacent
- Allergic
- Averse
- Conductive
- Devoted
- Injurious



## ADJECTIVE

### UNIT -6

Beginning with prefix "a"

- The building was soon ablaze/afire.
- Changes were afoot.  
(Being planned; happening)
- Don't be afraid.
- He looked at him aghast. (horrified)
- He lives alone.

**Predicative - only Adjective:**  
(Not Before Noun)

Beginning with prefix "a"

- He stayed aloof.
- The baby was asleep/awake.
- He was still alive.
- Set the dry grass alight. (on Fire)
- He was not well.
- Both sisters are alike.

**Predicative - only Adjective:**

- The asleep girl did not hear the storm outside.
- ✓ The girl was asleep, so she did not hear the storm outside.
- The rescue squad was happy to discover an alive man.
- ✓ The Rescue squad was happy to discover that the man was alive.

**3. Postpositive -only Adjective:**

- attorney general
- court martial
- postmaster general
- time immemorial
- something unusual
- anything interesting
- nobody suitable
- everything possible

Some Adjectives, particularly certain **Past Participles**, can follow the nouns and Indefinite pronouns.

- The Police want to contact people concerned/involved.
- Those present gave their full support.

**Postpositive -only Adjective:**

- We need experienced someone for this post.
- We need someone experienced for this post.

### UNIT -6

Both Attributive and Predicative  
Some Often-Predicative

- Sorry, I am late.
- My late father was
- He doesn't look fine
- Fine clothes are expensive

Gradable and Non-Gradable

Adjective

Non-Gradable

Not all adjectives are gradable because there are some non-gradable adjectives.

Non-Gradable (Comparative)  
Gradable (Comparative)

1. Non-Gradable

comparative

They don't form comparative and superlative.

- Shape (circle, square, etc.)
- Color (red, blue, etc.)
- Nationality (American, British, etc.)
- Class or rank (first, second, etc.)
- Material (gold, silver, etc.)



**Both Attributive and Predicative Adjective:**  
Some Often-Predicative Adjectives can have a different meaning in the attributive Position.

- Sorry, I am **late**.
- My **late** father was a man of principles.
- He doesn't look **fine**.
- **Fine** clothes are expensive.

## Gradable and Non-Gradable Adjectives



Not all adjectives have a comparative and superlative degrees nor can they all be graded. This is because there are two types of adjectives:

- Non-Gradable (Classifying)
- Gradable (Qualitative)

### 1. Non-Gradable Adjectives



They don't form comparatives and superlatives.  
Non-Gradable Adjectives express:

- Shape (circular, square)
- Color (red, yellow)
- Nationality (Pakistani, Chinese)
- Class or Type (digital, electrical)
- Material (wooden, steel)



## UNIT -6

## Non-Gradable:

We don't use  
intensifying adverbs  
(very and extremely)  
or moderating  
adverbs (fairly,  
pretty, quite, rather,  
slightly, a bit, a little,  
somewhat).

We can reinforce these adjectives with emphasizing adverbs such as absolutely, completely, purely, totally, utterly.

- The meal was absolutely **superb**.
- His performance was completely **flawless**.
- He was totally **unprepared**.

### Non-Gradable (Rule)

Following adjectives don't have comparative or superlative degrees.

- unique, perfect, complete, ideal
- excellent, superb, faultless, flawless
- round, circular, different, preferable
- final, exhausted, dead, finished

### Examples:

- Air coolers are **the most ideal** solution for the summer.
- ✓ Air coolers are **the ideal** solution for the summer.

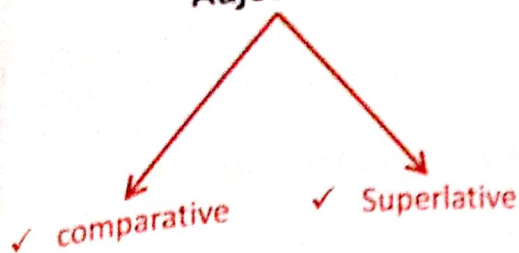
### TEXTUAL SUPPORT

1. The **most ideal** is to keep the patient's skin free from germs.  
The **ideal** is to keep the patient's skin free from germs.
2. Isn't it **the most** perfect, Jim? I haunted all over the shops.  
Isn't it **perfect**, Jim? I haunted all over the shops.
3. Many of our boys of finest character and **the most** excellent ability are doing just this kind of thing.  
Many of our boys of finest character and **excellent** ability are doing just this kind of thing.
4. I had a feeling that it was **the most** impossible to explain the thing.  
I had a feeling that it was **impossible** to explain the thing.



## 2. Gradable Adjectives

### Adjectives



They form comparatives and superlatives.  
Gradable Adjectives express:

- Size (small, large, tall)
- Shape-and-size (thin, fat, wide)
- Quality (old, young, warm)
- Opinion (good, bad, ugly)

### Gradable Adjectives

You can make Gradable Adjectives stronger by using intensifying adverbs such as:

- Very
- Extremely
- Ali is very **clever**.
- Jim is extremely **clever**.

### Gradable Adjectives

- a bit
- quite
- fairly
- a little
- Pretty
- rather
- slightly
- somewhat

You can make Gradable Adjectives less strong by using moderating adverbs.

- She was a little **nervous**.
- That's a fairly **good** effort.
- I was rather **sad** at this news.

### Degrees of Adjectives

- Positive
- Comparative
- Superlative



**1. Positive Degree**

The positive degree simply describes a noun or a pronoun without any comparison.

- Eat only the foods that are **lower** in carbohydrates.
- ✓ Eat only the foods that are **low** in carbohydrates.

**2. Comparative Degree:**

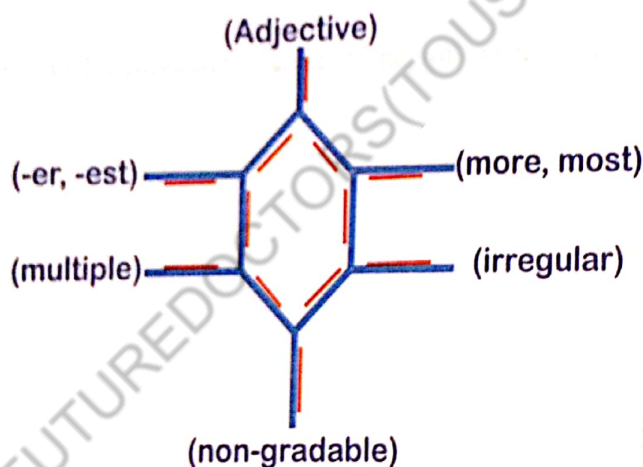
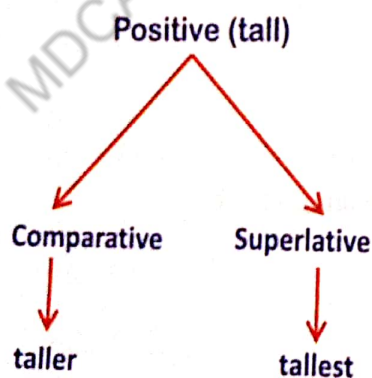
Comparative degree shows a comparison between two persons, places, and things, etc.

- She is **the smartest** than you.
- She is **smarter** than you.

**3. Superlative Degree:**

Superlative degree shows a comparison among three or more persons, places, and things, etc.

- Of Ahmad, Ali, and Aslam, Ali is **the smarter**.
- Of Ahmad, Ali, and Aslam, Ali is **the smartest** of all.

**Comparisons of Adjective****Degree Formation**

The comparative (*2<sup>nd</sup> degree*) and superlative (*3<sup>rd</sup> degree*) degrees of adjectives are normally formed by adding "er" and "est" respectively to the positive (*1<sup>st</sup> degree*) degree of the adjective. The *syllable division* can be a good idea to work with in this regard.



- That wasn't the **most happiest** choice of words.
- ✓ That wasn't the **happiest** choice of words.

## TEXTUAL SUPPORT

1. Expenses had been **more great** than she had calculated.  
Expenses had been **greater** than she had calculated.
2. Of all who give gifts, these two were **wise**.  
Of all who give gifts, these two were **the wisest**.
3. My dear fellow, you're **more fit** than I am.  
My dear fellow, you're **fitter** than I am.
4. Chatteris was even **more young** than Ralston had been.  
Chatteris was even **younger** than Ralston had been.
5. She got up **more early** than usual to make Arthur's breakfast.  
She got up **earlier** than usual to make Arthur's breakfast.

## PAST PAPER QUESTION:

He is better than all the boys in the class, in studies as well as in sports, and bags big prizes in various fields.

A)

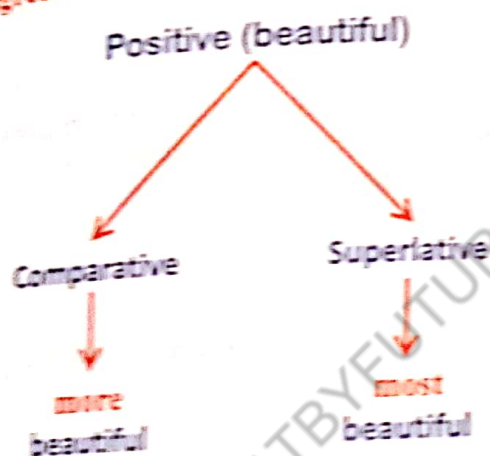
B)

C)

(A- the best of)

D)

## Degree Formation



The **comparative** and **superlative** degrees of some adjectives are formed by adding '**more**' and '**most**' respectively to the first degree of the adjective.

- She is **far intelligent** than her sister.
- ✓ She is far **more intelligent** than her sister.

## TEXTUAL SUPPORT

1. We are also **critical** in our thinking **than** our ancestors.  
We are also **more critical** in our thinking **than** our ancestors.
2. It was not that he was **more less** active.  
It was not that he was **less** active.
3. Della knew her hair was **beautiful** **than** any queen's jewels and gifts.  
Della knew her hair was **more beautiful** **than** any queen's jewels and gifts.



4. Chips was getting warmer and **passionater**.  
Chips was getting warmer and more **passionate**.
5. I gained no **advantage** from the alphabet than from the wider sphere of letters.  
I gained no **more advantage** from the alphabet than from the wider sphere of letters.
6. He was both **more and little** experienced than the youngest boy at the school.  
He was both **more and less** experienced than the youngest boy at the school.

## Degree Formation

cruel,	stupid,
feeble,	common,
simple,	pleasant,
polite,	narrow,
gentle,	handsome

Certain adjectives take either

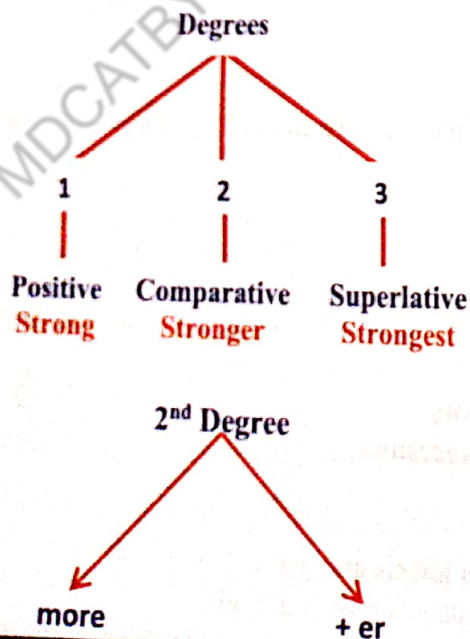
- -er and -est or
  - more and most.
- He's **handsomest** man I've ever seen.  
✓ He's **the handsomest** man I've ever seen.  
✓ He's **the most handsome** man I've ever seen.

## TEXTUAL SUPPORT

1. Boys were a **more** politer race.  
✓ Boys were a **politer** race.
2. The people of the two cities of Japan passed through the **most cruelest** period of their lives.  
✓ The people of the two cities of Japan passed through the **cruelest** period of their lives.
3. He had been left a vision that grew **more** clearer with each year.  
✓ He had been left a vision that grew **clearer** with each year.

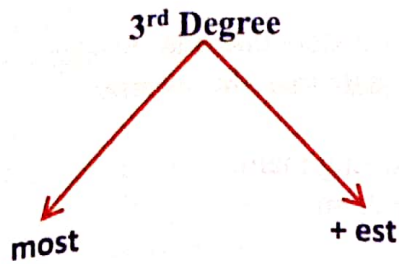
## Use of double Comparative &amp; Superlative

Use of **double comparative** (more stronger) or **double superlative** (most strongest) is wrong.





- Della's hair was more **beautiful** than any queen's jewels and gifts.
- Katherine had **cleverer** brain than Chips's.



- Providing sufficient water has been one of the most **important** problems in the growth of cities.
- Whatever my father wanted me to see was on top of the **highest** point of my farm.

## TEXTUAL SUPPORT

1. The mountain rose **more higher** and higher on the surface of the sun.  
The mountain rose **higher** and higher on the surface of the sun.
2. In India in 1964-1965 there was the **most worst** famine of the country.  
In India in 1964-1965 there was the **worst** famine of the country.
3. He felt a great deal **more stronger** and more fitter after his holiday.  
He felt a great deal **stronger** and **fitter** after his holiday.
4. On a long table, attractively displayed, were the **most latest** hit songs.  
On a long table, attractively displayed, were the **latest** hit songs.
5. He gave examples of other Courts and **more greater** ones.  
He gave examples of other Courts and **greater** ones.
6. It was easily the **most strongest** weapon yet forged in the fight against disease.  
It was easily the **strongest** weapon yet forged in the fight against disease.
7. You are **more fitter** than I am.  
You are **fitter** than I am.
8. She had a **more cleverer** brain than Chips's.  
She had a **cleverer** brain than Chips's.
9. This is the **most cleanest** patch I've ever seen.  
This is the **cleanest** patch I've ever seen.
10. I knew what he was thinking, and it made me **more worse**.  
I knew what he was thinking, and it made me **worse**.

## Irregular Adjectives

Irregular adjectives such as **good, bad, little** don't follow any rule for the formation of comparative and superlative degrees.

Positive	Comparative	Superlative
Good/well	better	best
bad/evil	worse	worst
much	more	most
far	farther/further	farthest/furthest
old	older/elder	oldest/eldest



## UNIT -6

- As he aged, his memory got **more bad**.
- ✓ As he aged, his memory got **worse**.

## TEXTUAL SUPPORT

1. One could see the dirty vest which was in an even **more bad** state than the sweater.  
One could see the dirty vest which was in an even **worse** state than the sweater.
2. She had looked at them without the **most little** hope of owning them.  
She had looked at them without the **least** hope of owning them.

How do comparatives work grammatically?

## Comparative Degree:

Comparatives are used in a variety of construction:

1. Comparative + than
2. Comparative + than + amount
3. Comparative + and + Repeated Comparative
4. The + Comparative, the + comparative....
5. Comparative + to
6. The + comparative + of + the two
7. much, a little, etc. + comparative
8. Faulty Comparison

## 1. Comparative + than

When "than" is used as a conjunction, it introduces a clause.

- Harry is slimmer **than** I am.

The verb in the clause is often omitted.

- Harry is slimmer **than** I.

In a formal style, personal pronouns after than are left in the subjective case.

- Harry is slimmer **than** I.

## 2. Comparative + than + amount

Than acts as a preposition in expression such as more than \$ 40, less than 2 months.

- ✓ We had **fewer** than 20 volunteers.
- ✓ Choose any number **less** than 40.

## 3. Comparative + and + Repeated Comparative

We can use this expression to express the idea of a situation intensifying:

- My headache was getting **worse and worse**.
- He keeps accepting **more and more** work.

## 4. The + Comparative ....., the + comparative.....

Comparatives are used in pairs to express the idea of proportionality, directly proportional or inversely proportional.

- The richer she grew, the meaner she became.
- The cleaner the air, the brighter the sun.



## UNIT -6

## ADJECTIVE

### TEXTUAL SUPPORT

1. The more dangerous it is, **more** I like it.  
The more dangerous it is, **the more** I like it.
2. **More** the disease was cured, **more** it became painful.  
**The more** the disease was cured, **the more** it became painful.

### Comparative Degree

Sometimes, the comparative is used with the meaning "rather or somewhat" (meaning to a greater extent than average).

- ✓ **Larger woman** should choose the more restrained fashion.
- ✓ **More challenging** courses are available for brighter students.

### 5. Comparative + to

- senior
- junior
- superior
- inferior

There are some adjectives with the ending "-ior" in English that come from Latin. When they are used comparatively, they are followed by "to", not "than".

- Peter is junior than John. **X**
- Peter is junior from John. **X**
- Peter is junior by John. **X**
- ✓ Peter is junior to John.

### TEXTUAL SUPPORT

1. You have been sent here by another civilization for the express purpose of reconnoitering **prior from** invasion.  
You have been sent here by another civilization for the express purpose of reconnoitering **prior to** invasion.
2. Indigenous machines are superior **than** foreign equipment.  
Indigenous machines are superior **to** foreign equipment.

### 6. The + comparative + of + the two

The + comparative can be followed by of + the two people or things being compared.

- The taller of the two girls was called Periza.
- Of the two options, traveling by train is the more convenient.

### TEXTUAL SUPPORT

Of the two, El Golea is **better** place to visit.

Of the two, El Golea is **the better** place to visit.



## 7. Much, a little, etc. + comparative

The usual intensifiers used with comparatives are **much** (also **very much**), **far** and **a lot**. You can also use **a little**, **a bit**, and **slightly, no, any, etc.** to indicate that there isn't much difference.

- I am feeling **much better**, thank you.
- I am feeling **a little better** today, thanks.

## 8. Faulty Comparison

A comparison that is **not logical** is called faulty comparison. Items that are compared must in fact be **similar**.

**This bag is better than Ali.**

- ✓ **This bag** is better than **Ali's bag**.
- ✓ **This bag** is better than **Ali's**.

## How do superlatives work grammatically?

### Superlatives

**Superlatives**, like comparatives, have their own range of possible constructions.

1. The + Superlative
2. Superlative + of + Plural group
3. Superlative + in + Place (singular group noun)
4. Superlative + of + period of time
5. Superlative + relative clause

### 1. The + superlative

- Usually "the" is used before a superlative adjective.
- Which is **the best** planet?
- A possessive determiner is also used before a superlative adjective.
- She is on **her best** behavior.
- A noun ending with apostrophe 's is also used before a superlative adjective.
- Maths is on **Harry's best** subject.

### Grammar Help-1

- You omit "the" with superlative adjective when you use it:
- With some possessive determiners (my, our, her, etc.). **See example - 2**
- A noun ending with apostrophe 's (Harry's) is also used before a superlative adjective. **See example - 3**

### Grammar Help-2

- You omit "the" when you are referring to the state of a person or thing in particular circumstances, as compared with other general circumstances.
- The wine is **tastiest** when it has been chilled for a couple of hours.
- This trick is **most** effective with an audience of innocent children.



## UNIT -6

### Superlative + of + Plural group

- After a superlative, you can use **of** before a **plural group** noun.
- If the group consists of two only, you use the comparative.
- She is **the brainiest** of all the **three** children.
- She is the **best** mother **of** all.

### 3. Superlative + in + Place (singular group noun)

- You use **"in"** not **"of"** with a superlative before a place or a singular group noun.
- This is the **best** restaurant **of** the **town**.
- This is the **best** restaurant **in** the **town**.

### 4. Superlative + of + period of time

- You use **"of"** with a superlative before a period of time.
- Today is **the longest** day **in** the year.
- Today is **the longest** day **of** the year.
- He is the best cricketer **in** the century.
- He is the **best** cricketer **of** the century.

### 5. Superlative + relative clause

- A superlative is often followed by a relative clause (typically in present perfect or past perfect tense with "ever")
- This is the **funniest** thing that I've ever heard.
- This is the **funniest** thing I've ever heard.

### Spelling Help

English Spelling is a national misfortune to England and international misfortune to the rest of the world. (Max Muller)

day	daily	daily
rely	<b>realiable</b>	<b>reliable</b>
vary	variable	variable
hug	<b>hugable</b>	<b>huggable</b>
cure	cureable	curable

stop	<b>stopable</b>	<b>stoppable</b>
nerve	nerveous	nervous
regret	<b>regatable</b>	<b>regrettable</b>
weary	wearysome	wearisome
courage	<b>ecouragous</b>	<b>courageous</b>

tire	tyring	tiring
pity	<b>pityless</b>	<b>pitiless</b>
early	earlyish	earlish
like	<b>likeable</b>	<b>likable</b>
love	loveable	lovable
move	<b>moveable</b>	<b>movable</b>

compatable	compatible
<b>combustable</b>	<b>combustible</b>
collapseable	collapsible
<b>senseable</b>	<b>sensible</b>
reverseable	reversible



# UNIT -6

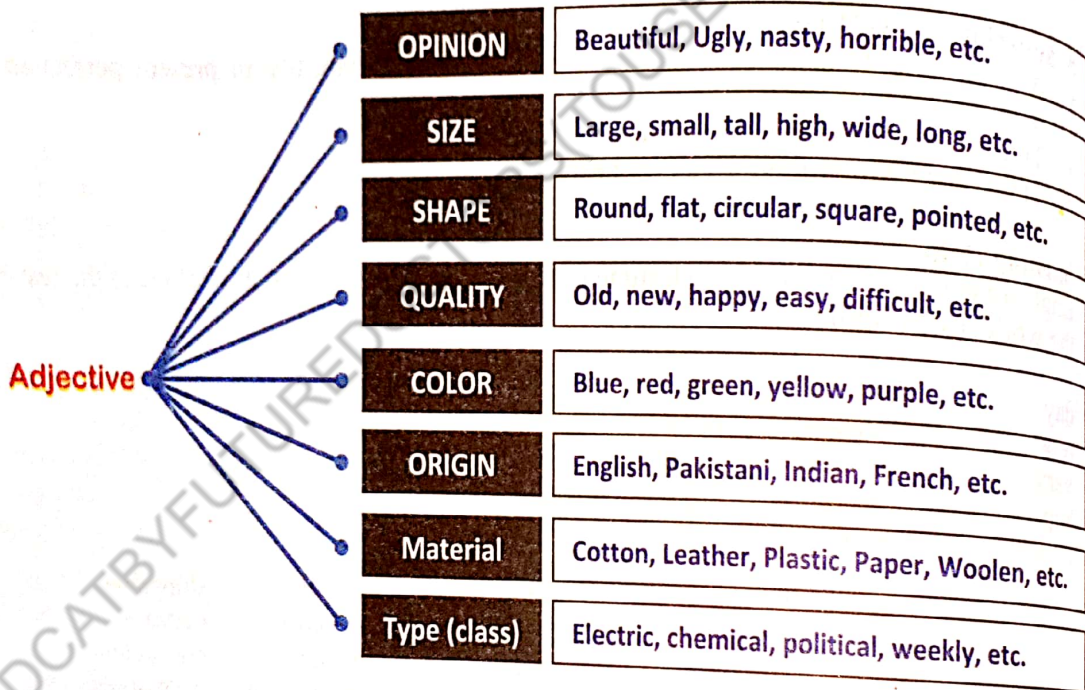
## ADJECTIVE

### Stacking the Adjectives in the Right Order

OPINION	SHAPE
QUALITY	COLOR
ORIGIN	MATERLIA
TYPE (class)	SIZE

You can use two or more adjectives before a noun, but the various kinds of the adjectives have to be used in the right order.

### Order of Adjectives



- Opinion and size adjectives come before shape adjectives, and these three come before quality and color adjectives.

OPINION	SIZE	SHAPE	Quality	COLOR
beautiful	large	square	new	blue
Get a	Small	Good	New	red
Get a	good	small	triangular	new
			red	carpet



# UNIT -6

## ADJECTIVE

2. Size, shape, quality and color adjectives come before type (class), material and origin adjectives.

Size	Shape	Quality	Color	Type	Material	Origin
large	square	New	blue	electric	cotton	French
Get a	new	pink	small	plastic	Chinese	talking doll
Get a	small	new	pink	talking	plastic	Chinese doll

### Order of Adjectives

- Size adjectives come before shape adjectives, and they both come before color adjectives.
- a **small triangular red** badge
- Size, shape, quality, and color adjectives come before type (class), material and origin Adjectives.
- a **little red leather** purse
- Adjective of origin (nationality) come before material or type or class.
- Japanese **paper** flower
- Classifying adjectives (type & class) are nearly always used attributively.
- a **financial** report
- a **medical** center
- Nouns used as adjectives belong to Type or Class group of adjectives. They come last in the a STRING OF ADJECTIVES.
- our **final** holiday arrangements
- a popular **sports** car
- an **elegant black metal** table lamp
- Adjectives expressing your opinions often come first, before any other adjective:
- a **beautiful blue silk** scarf
- a **sweet little red** leather purse
- an **efficient new female** manager

### TEXTUAL SUPPORT

- She had **blonde magnificent** hair in profusion.  
She had **magnificent blonde** hair in profusion.
- You are the one who will bring merriment to the **tired old** human heart.  
You are the one who will bring merriment to the **old tired** human heart.
- A **silk white** scarf was knotted at his neck.  
A **white silk** scarf was knotted at his neck.
- The **icy sharp** gusts of wind struck like steel.  
The **sharp icy** gusts of wind struck like steel.



## UNIT -6

5. He was lying on a **marble white** table.  
He was lying on a **white marble** table.
6. I used to lie waiting for that ominous tread on the **attic uncarpeted** stairs.  
I used to lie waiting for that ominous tread on the **uncarpeted attic** stairs.
7. She put on her **brown old** coat.  
She put on her **old brown** coat.
8. The only possible container to bring up the water was a **metal small** teapot.  
The only possible container to bring up the water was a **small metal** teapot.
9. Take this ten dollars and buy yourself some **suede blue** shoes.  
Take this ten dollars and buy yourself some **blue suede** shoes.

## Using Comma between Adjectives

## Comma and Adjectives

- When you use a string of adjectives that are of “different kinds”, you don’t need commas between them.
  - Size, shape, color, material
    - a high **circular** grey **stone** wall
  - Size, quality, origin
    - **large** **juicy** Pakistani apples
  - Size, quality, class or type
    - a lengthy **detailed** **chemical** analysis
- When you use a string of quality or opinion adjectives, you usually put commas between them.
  - Quality
    - a **violent**, **brutal** attack
  - Quality
    - **confident**, **ambitious**, **successful** people
  - Opinion
    - a **nasty**, **mean**, **dishonest** trick
- You very often use a simple or **basic size** adjective (tall) followed by and adjective that combines **size and shape** (thin/fat/wide/slim). You don’t need a comma between them. You can put in a comma if you want to emphasize each adjective separately.
  - a **tall thin** man or a **tall, thin** man
  - **short fat** people or **short, fat** people
  - **long slim** legs or **long, slim** legs
- If you use two or more class or type adjectives together, you don’t need commas between them.
  - my **weekly** piano lessons
  - historic **naval** battles
  - **online** academic **reference** works



**"and" & Adjectives**

- If you use adjectives after a linking verb or after a complex transitive verb, you use "and" between them. If you use more than two adjectives, you put "and" between the last two and commas between the others.
- He was **tall and thin**.
- He was tall, thin, short-sighted and bald.
- She evidently considered me **silly, ignorant and inadequate**.
- Sometimes **"and"** is used between the attributive adjectives of the same type. It is clearly necessary to use "and" between color adjective and between material adjectives where two are involved.
- a **black and yellow** insect
- You will love our steel and canvas chair.

**TEXTUAL SUPPORT**

1. The Mayor, a stout **serious man**, was waiting for Hubert.  
The Mayor, a stout, **serious man**, was waiting for Hubert.
2. The manager was a **grave calm** man.  
The manager was a **grave, calm** man.
3. The accountant was a **tall cool** devil.  
The accountant was a **tall, cool** devil.
4. When I arrived, I was met by the mother, **a big startled** looking woman.  
When I arrived, I was met by the mother, **a big, startled** looking woman.
5. The **good, old, red-faced** squire was shoveling out plum pudding to the crowd of grateful villagers.  
The **good old red-faced** squire was shoveling out plum pudding to the crowd of grateful villagers.
6. A **small, lean, white** cat shivering with cold rubbed against his legs and mewed.  
A **small lean white** cat shivering with cold rubbed against his legs and mewed.
7. The young man was wearing underneath only an **old, cotton sweater** which was all in holes.  
The young man was wearing underneath only an **old cotton sweater** which was all in holes.
8. She had **blue, flashing** eyes and freckled cheeks and smooth straw-colored hair.  
She had **blue flashing** eyes and freckled cheeks and smooth straw-colored hair.

**Some Tricky Pairs of Adjectives**

sick	ill	few	a few
last	latest	little	a little
some	any	less	fewer
farther	further		

Less

Fewer



Normally, less is used with uncountable nouns and fewer with the plural countable nouns. But less than can be used in reference to amounts and sums.

- Fortunately, I have **less work** to do than I used to have.
- Fortunately, I have **fewer tasks** to do than I used to have.

But

- We spent **less (or fewer)** than 20 dollars on the repair.

Farther

Further

**Farther** (root word far) is always used for distance, and **further** (think furthermore) implies a metaphorical advancement.

- How much **further** is the amusement park?
- ✓ How much **farther** is the amusement park?
- **Farther** topics will be covered next week.
- ✓ **Further** topics will be covered next week.

high

tall

**Tall** is an adjective that measures the **size or height of vertical items**, such as **people** and **buildings**.

**High** is used to define an **object's position from the ground**, including bridges, planes, shelves and horizontal objects.

- He alighted from **tall** heaven to pour a cascade of love.
- ✓ He alighted from **high** heaven to pour a cascade of love.
- The Golden Gate Bridge is exceptionally **tall**.
- ✓ The Golden Gate Bridge is exceptionally **high**.

few

a few

the few

**Few** represents a negative quantity or shortage. **A few** represents a positive quantity, whereas **the few** represents the total number. But, these expressions can only be used with countable nouns.

- I have **few** friends.  
(I have no friends)
- I have **a few** friends.  
(I have some friends)
- **The few** friends I have are very sincere to me.  
(Exact Number of Friends)
- He feels lonely as he has **a few** friends in the city.
- ✓ He feels lonely as he has **few** friends in the city.



1. The following were **a few** things which were found in the various pockets of his overcoat.
- ✓ 2. The following were **the few** things which were found in the various pockets of his overcoat.
- ✓ 3. He had a little diary in which the names and addresses of **few** people were noted.
- ✓ 4. He had a little diary in which the names and addresses of **a few** people were noted.
- ✓ 5. You can't satisfy your conscience by writing a cheque for **a little** guineas.
- ✓ 6. You can't satisfy your conscience by writing a cheque for **a few** guineas.
- ✓ 7. **A few** pence a week pocket-money we received was to be put into a money box and saved.
- ✓ 8. **The few** pence a week pocket-money we received was to be put into a money box and saved.
- ✓ 9. Among **a very few** who escaped was a youth of twenty named Abd-al-Rahman.
- ✓ 10. Among **the very few** who escaped was a youth of twenty named Abd-al-Rahman.

little

a little

the little

Like **few** and **a few**, the quantifiers **little** and **a little** represent negative and positive quantities respectively. Always use **little** with non-countable nouns.

- She had **little** interest in history. (no interest)
- There is **a little** sauce left. (some)
- Unfortunately, I have **a little** interest in politics.
- Unfortunately, I have **little** interest in politics.

## TEXTUAL SUPPORT

1. His pension was adequate, and there was **little** money saved up besides.
2. His pension was adequate, and there was **a little** money saved up besides.
3. Today babies are born in hospitals where there is **a little** likelihood of their getting a disease.
4. Today babies are born in hospitals where there is **little** likelihood of their getting a disease.
5. Bahemed assured him that it would be a good thing to mix **little** wine with his water.
6. Bahemed assured him that it would be a good thing to mix **a little** wine with his water.
7. He was **little** pale when he sat down afterward, aware that he had done something unusual.
8. He was **a little** pale when he sat down afterward, aware that he had done something unusual.

## PAST PAPERS

- A) There was a little money saved up **beside**.
- B) There was **little** money saved in besides.
- C) There was **little** money saved up **beside**.
- D) There was **a little** money saved up **besides**.

## Possessive + Gerund

Before verbal nouns (**Gerunds**) we use possessive adjectives (**my, our, your, her, his, their, etc.**) and not possessive pronouns (**mine, ours, theirs, his, etc.**).

- He wouldn't hear of **me** walking home alone.
- He wouldn't hear of **my** walking home alone.

## TEXTUAL SUPPORT

1. The angel said he remembered **mine** doing so.
2. The angel said he remembered **my** doing so.
3. She had put it aside in **hers** careful buying of meat and other food.
4. She had put it aside in **her** careful buying of meat and other food.



## UNIT -6

## ADJECTIVE

3. What is the reason for **yours** planting this patch up here?  
What is the reason for **your** planting this patch up here?
4. It would be all right, of course, **hers** coming to Brookfield.  
It would be all right, of course, **her** coming to Brookfield.
5. The king thinks he will recover his health only through **me** slaying.  
The king thinks he will recover his health only through **my** slaying.

### The + Ordinals

Ordinal adjectives such as **first, second, next** are used with **the**, whereas cardinal adjectives are not used with **the**. However, we do not use **the** in the expressions such as **first prize/position/language**. With ordinal adverbs, we do not use article **the**.

- **First** four runners were well ahead of the others.
- ✓ **The first** four runners were well ahead of the others.

### TEXTUAL SUPPORT

1. Linford lived in Shropshire, and he was **first** of his family at Brookfield.  
Linford lived in Shropshire, and he was **the first** of his family at Brookfield.
2. Up to **second** floor Della ran, and stopped to get her breath.  
Up to **the second** floor Della ran, and stopped to get her breath.
3. The Magi were **first** to give Christmas gifts.  
The Magi were **the first** to give Christmas gifts.
4. Hubert died in **first** week of the following month.  
Hubert died in **the first** week of the following month.
5. It must have taken him more than sixty years to do it, since **the first** he came by that strange ambition of his.  
It must have taken him more than sixty years to do it, since **first** he came by that strange ambition of his.
6. But I never loved **second** plough as I did first one.  
But I never loved **the second** plough as I did first one.

### PAST PAPERS

**The three** Abd-al-Rahman, like his illustrious predecessor, was a young man when he took office.

A)

B)

C)

D)

(A-The third)



# 7 UNIT

## PRONOUN

Pronoun is a word that is used instead of a noun or noun phrase.

Primarily there are four things you need to check out when you have pronouns:

- Do they use the right case?
- Are they ambiguous?
- Do they agree?
- Are they in correct order?

What is a pronoun?

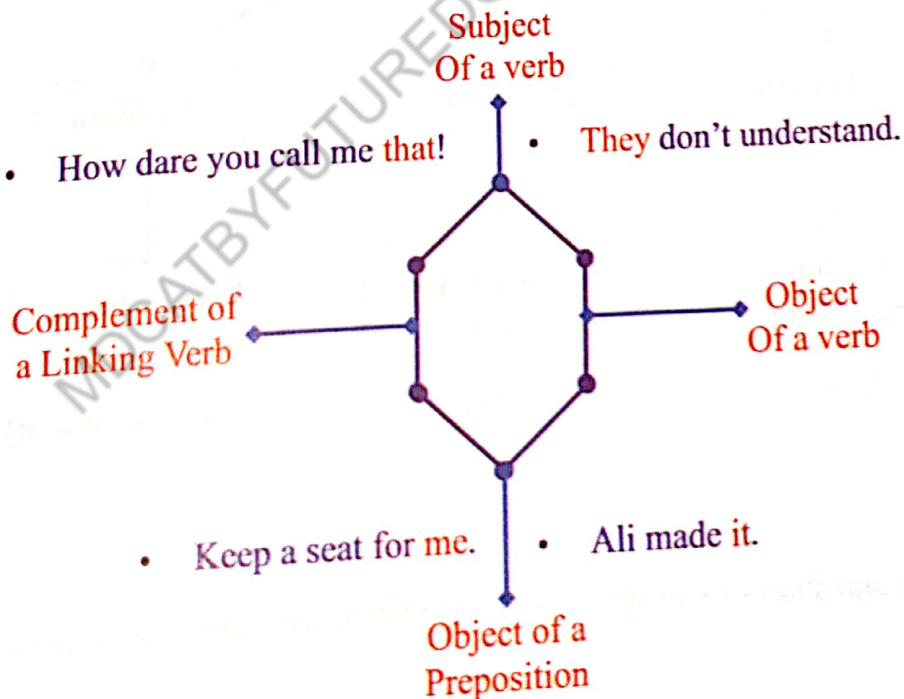
'Pro' means 'instead of' and a 'noun' means a 'name'.

- They are **substitutes** for nouns.
- They are **shortcuts**.
- They stand **alone**.

Example:

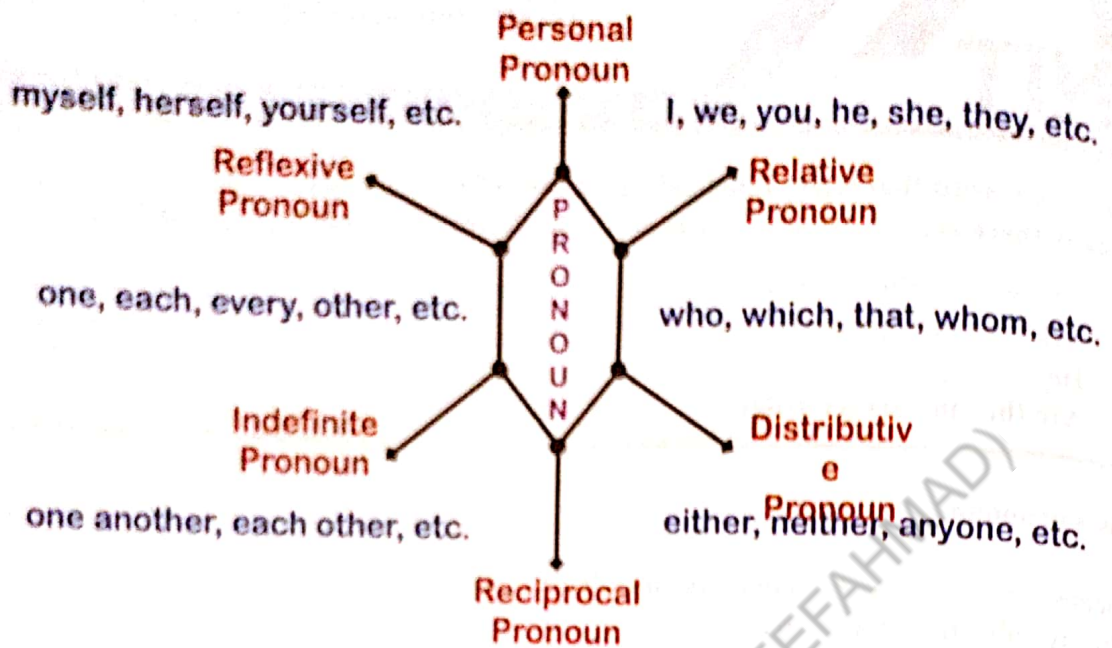
- **My sister** has been clearing out our home.
- **She** called me yesterday.

How do pronouns work grammatically?

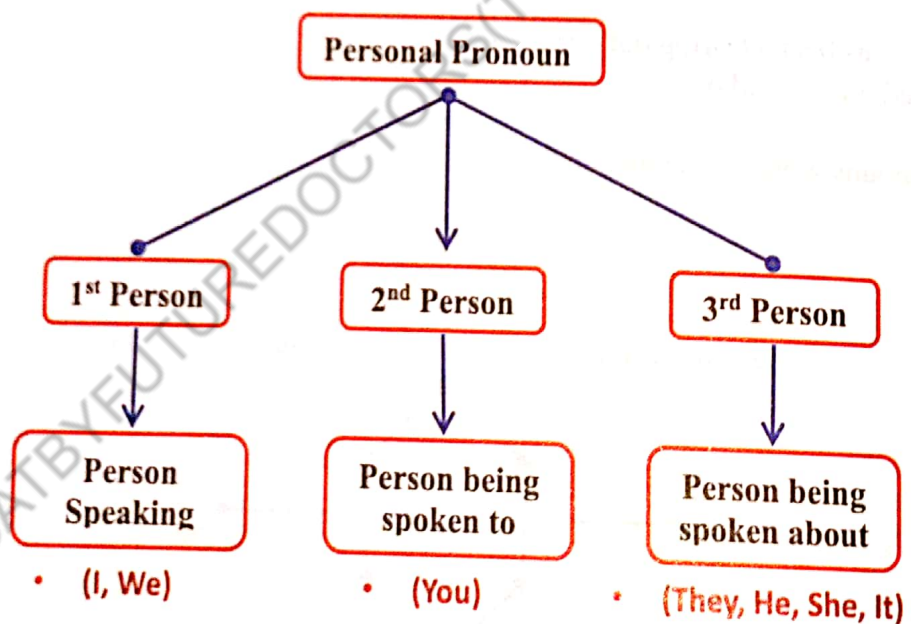




## KINDS OF PRONOUN



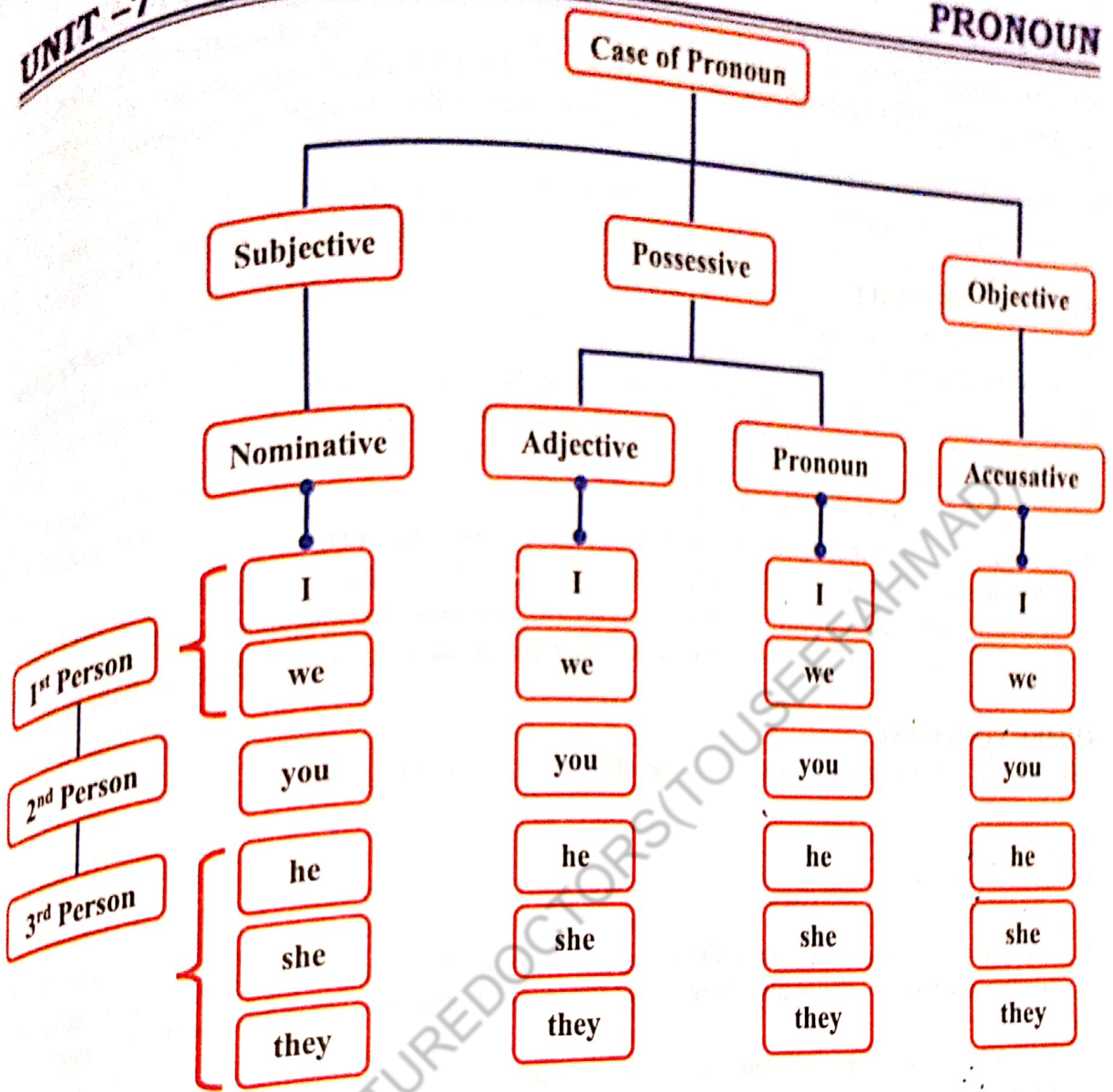
The word used instead of a name of a person

**Pronoun Cases:**

The form of a pronoun that shows its relationship to another word.

- Nominative
- Genitive
- Accusative

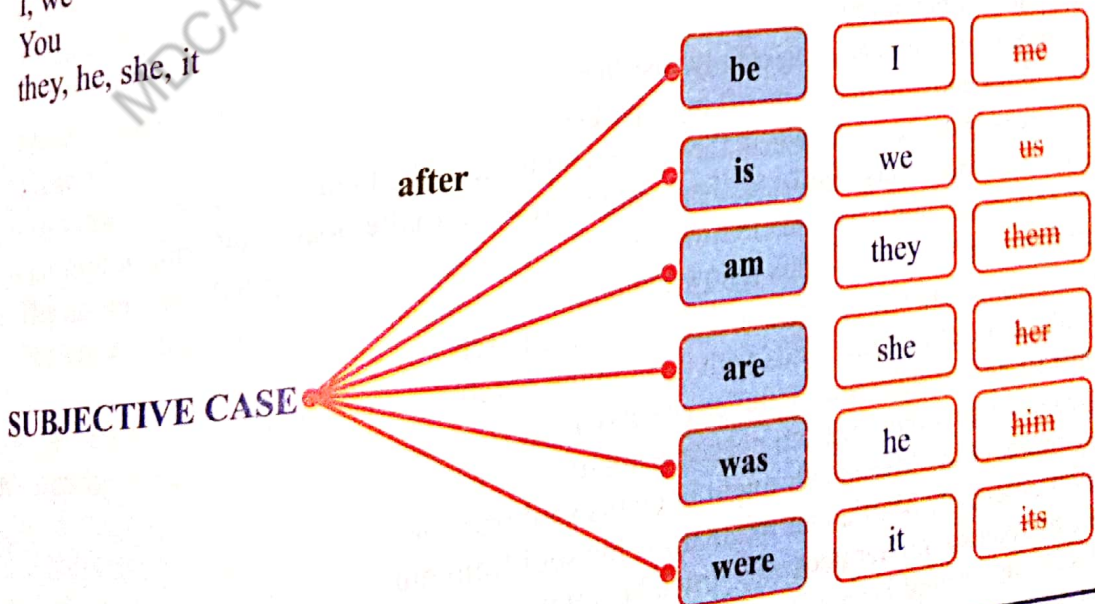




### SUBJECTIVE CASE

After "be" verb (*be, is, am, are, was, were, etc.*), we use subjective cases of pronouns.

- I, we
- You
- they, he, she, it





- Don't spare anybody, be **her** or anybody else.  
Don't spare anybody, be **she** or anybody else.
- It was **them** who said so.  
It was **they** who said so.

## TEXTUAL SUPPORT

1. It is not **us** who are stupid but you.  
It is not **we** who are stupid but you.
2. Happy is **him** who already belonged to history in his own life-time.  
Happy is **he** who already belonged to history in his own life-time.
3. It was **him** who made his way to Spain.  
It was **he** who made his way to Spain.
4. On Sundays in Chapel it was **him** who now read out the tragic list.  
On Sundays in Chapel it was **he** who now read out the tragic list.
5. It was **her** who suggested that a team from the mission should come up to Brookfield.  
It was **she** who suggested that a team from the mission should come up to Brookfield.

## OBJECTIVE CASE

After **action verbs** and prepositions, we use objective case of a pronoun.

- **me, us**
- **you**
- **them, him, her, whom**

- ✗ If anybody has any doubt about the objective cases of pronoun, refer he to I.
- ✓ If anybody has any doubt about the objective cases of pronoun, refer him to me.

- I think it's a good idea for you and **I** to meet soon.
- ✓ I think it's a good idea for you and **me** to meet soon.

## TEXTUAL SUPPORT

1. I could hear **he** behind me.  
I could hear **him** behind me.
2. Ask **he** about moving that thing off my rose bed.  
Ask **him** about moving that thing off my rose bed.
3. When he was about to be drowned, they pulled **he** back to the boat.  
When he was about to be drowned, they pulled **him** back to the boat.
4. You remain quiet, and leave this fellow to **I**.  
You remain quiet, and leave this fellow to **me**.
5. He would smile and shake hands with **theirs** in the porch.  
He would smile and shake hands with **them** in the porch.
6. He must show that there was no nonsense about **he**.  
He must show that there was no nonsense about **him**.
7. At any moment the Martian air might draw his soul from **he**.  
At any moment the Martian air might draw his soul from **him**.
8. I tied a blanket round her neck and struck **hers** with a mallet.  
I tied a blanket round her neck and struck **her** with a mallet.



## UNIT -7

## PRONOUN

### POSSESSIVE PRONOUN:

Possessive pronouns (**mine, ours, yours, its, theirs, hers, mine**) are used independently; they are not followed by any noun or verbal noun / gerund.

- I have my own problems and I have nothing to do with **your**.
- I have my own problems and I have nothing to do with **yours**.

### POSSESSIVE ADJECTIVE:

Possessive Adjectives (**my, our, your, its, their, her,**) are not used independently; they are followed by some noun or verbal noun / gerund.

- I have nothing to do with **yours** problem.
- I have nothing to do with **your** problem.

### TEXTUAL SUPPORT

1. And now the combs were **her**, but her hair was gone.
2. And now the combs were **hers**, but her hair was gone.
3. I happen to know that that gown of **your** is a subject of continual amusement throughout the School.
4. I happen to know that that gown of **yours** is a subject of continual amusement throughout the School.
5. The bracelets and the gold nose-ring are **her** but not the pendants.
6. The bracelets and the gold nose-ring are **hers** but not the pendants.
7. That book of **your**, I suppose, contains all the good action.
8. That book of **yours**, I suppose, contains all the good action.
9. What is the reason for **yours** planting this patch up here?
10. What is the reason for **your** planting this patch up here?
11. I followed him from **him** clearing in the sky, down a new path, toward the deep valley below.
12. I followed him from **his** clearing in the sky, down a new path, toward the deep valley below.
13. I was compelled to dig **hers** grave!
14. I was compelled to dig **her** grave!
15. Most of **theirs** foods had to be produced on their own farms.
16. Most of **their** foods had to be produced on their own farms.
17. **Ours** talk at the Club one day was of opportunity and determination.
18. **Our** talk at the Club one day was of opportunity and determination.
19. The angel said that he remembered **mine** doing so.
20. The angel said that he remembered **my** doing so.

### PAST PAPERS QUESTION:

Although he is not a close relative of **me**, yet I was greeted with a show of deep cordiality.  
A) B) C) D) (A-mine)



## POSSESSIVE PRONOUN AND "APOSTROPHE"

Do not add an apostrophe to possessive pronouns.

- **ours, yours, theirs, hers, its**

However, *one's, someone's, somebody's, others', other's, etc.* do not follow this rule.

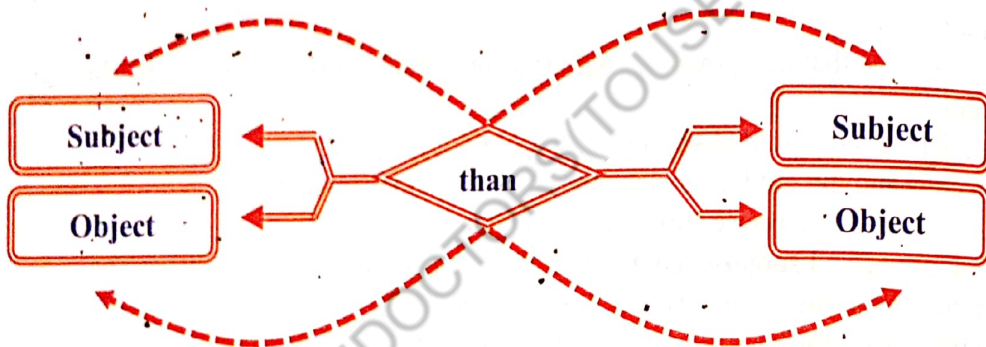
My work is no business of **yours'**.

My work is no business of **yours**.

## TEXTUAL SUPPORT

1. I shall try to remember those older faces of **yours'**.  
✓ I shall try to remember those older faces of **yours**.
2. This Zabda of **ours'** has suddenly grown up.  
✓ This Zabda of **ours** has suddenly grown up.
3. It is, as far as I know, the only one of **its'** kind growing in our country.  
✓ It is, as far as I know, the only one of **its** kind growing in our country.

## Pronoun after "Than"



## Pronoun after "than":

If **than** compares one **subject** with the other **subject**, we use subjective case of a pronoun after **than**.

## Example:

- **He** is stronger than **me**.
- ✓ **He** is stronger than **I**.

If **than** compares one **object** with the other **object**, we use the objective case of a pronoun after **than**.

## Example:

- I like **him** more than **she**.
- I likes **him** more than **her**.

If **than** compares one **possessive** with the other **possessive**, we use the **possessive** case of a pronoun after **than**.



## Example:

- His hand writing is more impressive than I.
- His hand writing is more impressive than mine.
- We are more advanced than our forefathers' were.
- ✓ We are more advanced than our forefathers were.
- Would you mind mine sitting here?
- ✓ Would you mind my sitting here?

## TEXTUAL SUPPORT

1. They weren't telling me more than them had to.
2. They weren't telling me more than they had to.
3. I'll bet she's smarter than yours are.
4. I'll bet she's smarter than you are.
5. There's nobody ever been more popular than your were.
6. There's nobody ever been more popular than you were.
7. His income was more than him needed to spend.
8. His income was more than he needed to spend.
9. She had a clever brain than he.
10. She had a clever brain than his.
11. I hope you'll do better than me did.
12. I hope you'll do better than I did.
13. My dear fellow, you are fitter than me.
14. My dear fellow, you are fitter than I.

## unclear / vague pronoun:

Unclear / vague pronoun reference errors occur when the antecedent of pronoun is not clear.

- The candy dish was empty, but we were tired of eating it anyway.
- ✓ The candy dish was empty, but we were tired of eating candies anyway.
- They say style is the man himself.
- ✓ It is said that style is the man himself.

## NO PRONOUN:

Sometimes, the use of a pronoun creates confusion as to which noun the pronoun is referring. To avoid such confusion, repeat the noun or use expressions like the latter / the former instead of using a pronoun.

The supervisors told the workers that they would get the bonus.  
The supervisors told the workers that the workers would get the bonus.



## TEXTUAL SUPPORT

1. **They say** that a great flood in its great wrath carried away the people and all their belongings.  
**It is said** that a great flood in its great wrath carried away the people and all their belongings.
2. **They say** that the king also recovered within a week.  
**It is said** that the king also recovered within a week.
3. **They say** in the paper that over two million volumes have been presented to the troops.  
**It says** in the paper that over two million volumes have been presented to the troops.

## ORDER OF PRONOUN:

The order of different personal pronouns in a sentence is as follows:

- 2<sup>nd</sup> person + 3<sup>rd</sup> person + 1<sup>st</sup> person (in positive sense)
- 1<sup>st</sup> person + 3<sup>rd</sup> person + 2<sup>nd</sup> person (in negative sense)
- *You, I and he* have finished the work.
- *You, he and I* have finished the work. (Pleasant sense)
- *You, he and I* are to be blamed.
- ✓ *I, he and you* are to be blamed. (Unpleasant sense)

## TEXTUAL SUPPORT

1. **You and they** are looking back to the past.  
**They and you** are looking back to the past.

## ORDER OF PRONOUN:

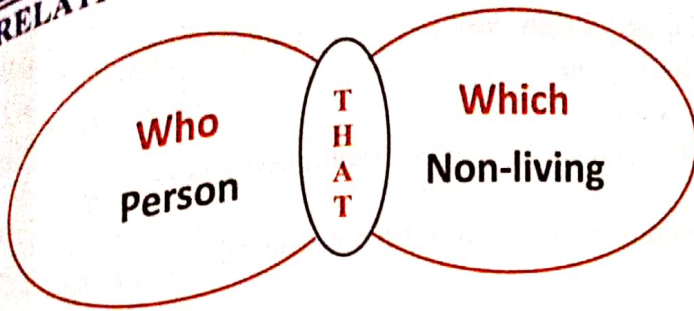
All pronouns except *I/me* normally come before a noun.

- He loves **me** and **Aslam**.
- He loves **Aslam** and **me**.
- **Sam** and **you** are going to eat pizza for lunch.
- **You** and **Sam** are going to eat pizza for lunch.

## TEXTUAL SUPPORT

1. We began here, **I** and **Mr. Meldrum**—in—umph—in 1870.  
We began here, **Mr. Meldrum** and **I**—in—umph—in 1870.
2. It's like the land **I** and **your mother** used to farm here.  
It's like the land **your mother** and **I** used to farm here.
3. During our early childhood Lionel, **I** and **Sylvia** never had anything to spend for ourselves.  
During our early childhood Lionel, **Sylvia** and **I** never had anything to spend for ourselves.

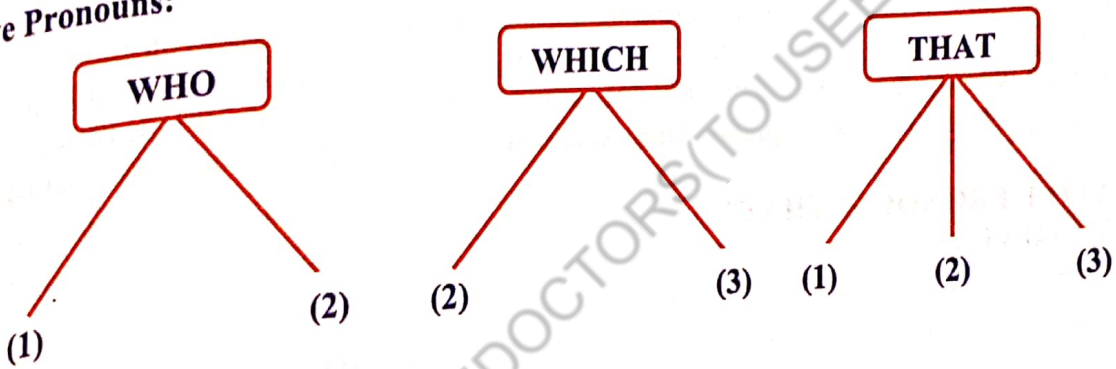




The relative pronoun '**Who**' is used for persons, '**Which**' for things, whereas '**That**' is used for both persons and things.

**Nouns:**

- (1) Humans    (2) Animals    (3) Non-livings

**Relative Pronouns:****Rule - 1:**

The relative pronoun **who** can be used as the subject or object of a verb. The pronoun whom is used only as the object:

- The police want the woman **who** telephoned them last night to contact them again.
- There are five people **who (or whom)** the police want to interview.

**Rule - 2:**

The relative pronouns '**who and whom**' refer to a person or people. The relative pronoun '**which**' refers to a thing or things. The relative pronoun '**whose**' can refer to a person, people, thing or things:

- People **who** use their mobile phones while driving should be penalized.
- There was nobody to **whom** she could turn for help.
- In the next room was a man **whose** voice was very loud.
- Outside my bedroom are two trees **whose** branches touch my window.

**Examples:**

- The boy **which** met you was an athlete.
- The boy **who** met you was an athlete.
- He is the boy **which** sang the solo hit.
- He is the boy **that** sang the solo hit.



## TEXTUAL SUPPORT

1. Another type of boy **which** does not try is the very bright boy.  
Another type of boy **who** does not try is the very bright boy.
2. It was a tramp **which** had other things to think about.  
It was a tramp **who** had other things to think about.
3. Today we are better able to explain happenings **who** used to be considered strange and mysterious.  
Today we are better able to explain happenings **which** used to be considered strange and mysterious.
4. Maynard found the page, **who** was some way ahead, and began shrilly.  
Maynard found the page, **which** was some way ahead, and began shrilly.

## PAST PAPER QUESTION:

- A) A person **which** job involves calculating insurance risks and payments for insurance companies by studying how frequently fires, accidents, death etc. happen is called actuary.
- B) A person **who** job involves calculating insurance risks and payments for insurance companies by studying how frequently fires, accidents, death etc. happen is called actuary.
- C) A person whose job involves calculating insurance risks and payments for insurance companies by studying how frequently fires, accidents, death etc. happen is called actuary.
- D) A person whose job involves calculating insurance risks and payments for insurance companies by studying how frequently fires, accidents, death etc. happen **are** called actuary.

## RELATIVE PRONOUN "THAT"

## ONLY "THAT":

We prefer **that** to **which** / **who** in the following expressions:

all/ none/ nothing, superlative, the same/ whole/ only, After *human beings*, *animals*

- All **which** glitters is not gold.
- ✓ All **that** glitters is not gold.
- This is the best **which** we can offer.
- This is the best **that** we can offer.

## TEXTUAL SUPPORT

1. There was something **which** charmed his heart because it was old.  
There was something **that** charmed his heart because it was old.
2. It was one of the best days **which** I ever had in my life.  
It was one of the best days **that** I ever had in my life.
3. Chips was remembering something **which** had happened long before the boy was born.  
Chips was remembering something **that** had happened long before the boy was born.
4. I stand in good relation to all **which** is beautiful.  
I stand in good relation to all **that** is beautiful.
5. I stand in good relation to all **who** is fruitful.  
I stand in good relation to all **that** is fruitful.

## PAST PAPER QUESTION

"All **is well what** ends well," said the father **when he had** finished **the story**.

A)

B)

C)

D) (A-is well that)



## UNIT -7

### WHO VS WHOM

#### Rule - 1:

The relative pronouns **who** and **whom** can also be the object of a preposition.  
But if the **preposition** comes before the pronoun, you must use **whom**:

- I don't know the girl **who** (or **whom**) you were dancing with.
- I don't know the girl **with whom** you were dancing.

#### Rule - 2: check

'**Who**' is used as a subject pronoun whereas "**Whom**" is used as an object pronoun.  
In order to choose **who** or **whom**, replace them with **he** and **him** respectively.

- **Whom**, do you think, has stolen my bag?
- **Who**, do you think, has stolen my bag?

### TEXTUAL SUPPORT

1. To **who** should I complain against you?  
To **whom** should I complain against you?
2. He would take rooms across the road, with the excellent Mrs. Wickett **whom** had once been linen-room maid.  
He would take rooms across the road, with the excellent Mrs. Wickett **who** had once been linen-room maid.
3. There were some **who he** found suitable.  
There were some **whom he** found suitable.
4. **Whoever** enlarged it is at fault.  
**Whoever** enlarged it is at fault.
5. You will not make me believe that Mr. Manana, **whom** is a man of worthy credence, mistook the cord for a pocketbook.  
You will not make me believe that Mr. Manana, **who** is a man of worthy credence, mistook the cord for a pocketbook.

### REFLEXIVE PRONOUN

The pronouns "**myself, yourself, himself, herself, itself, ourselves, yourselves and themselves**" are called reflexive pronouns. They refer to the person or animal that is the subject of the verb.

#### For example:

Michael is looking at **himself** in the mirror.

Susan has hurt **herself**.

A cat gets clean by licking **itself** all over.

### HOW ARE REFLEXIVE PRONOUNS USED?

#### Object of the Verb:

- I hurt **myself**.
- He had a fall and knocked **himself** out.



**Object of Preposition:**

- She was sitting by **herself**.
- You worry about **yourself** too much.

**Indirect Object of the Verb:**

- He poured **himself** a drink.
- We found **ourselves** a couple of chairs.

**REFLEXIVE PRONOUN**

Reflexive Pronouns are used after 'busy, devout, adjust, pride, content, avail, absent, avenge, enjoy, etc.' if there is no object after these words.

- He later **avenged on** his brother's killer.
- ✓ He later **avenged himself** on his brother's killer.

**TEXTUAL SUPPORT**

1. The odds were heavily against his being able to better **him** by moving elsewhere.  
The odds were heavily against his being able to better **himself** by moving elsewhere.
2. One did find **one** at last standing by the trunks and suitcases.  
One did find **oneself** at last standing by the trunks and suitcases.
3. Go in there, and dry your eyes and fix **you** up.  
Go in there, and dry your eyes and fix **yourself** up.
4. When God calls **him** all seeing, it restrains a person from doing wrong.  
When God calls **himself** all seeing, it restrains a person from doing wrong.
5. He found that his pride in Brookfield reflected back, giving him cause for pride in **him** and his position.  
He found that his pride in Brookfield reflected back, giving him cause for pride in **himself** and his position.
6. He devoted himself to **help** the people.  
He devoted himself to **helping** the people.
7. He absented **from** the class.  
He absented **himself** from the class.

**INDEFINITE PRONOUN**

[someone/ **somebody**, **anyone** /anybody, everyone/ **everybody**, **no-one** /nobody, something, **anything**, **everything**, nothing].

You use indefinite pronouns when you are not referring to any particular person or thing:

- Something's wrong with my computer.
- Is anyone at home?

In referring to **anybody**, **everybody**, **everyone**, **anyone**, **each**, etc. the pronoun **he** or **she** is used according to the context; as,

I shall be glad to help **everyone** of my boys in **his** studies.

But when the **sex** is not determined, we use "**he/she** or **his/her**, or **him/her**" to represent both male and female

- **Each** must do **his/her** best.



Many good English authors disregard the rule and use the pronoun of the third person **plural**; as  
 • Let **each** esteem other better than **themselves**.  
 • **Everybody** is discontented with **their** lot in life.

• **Everybody** has **their** own ideas which **they** hate to change.

### RECIPROCAL PRONOUN

Reciprocal pronoun **each other** is usually used for two, whereas **one another** for more than two.

- The people said hello to **each other**.
- ✓ The people said hello to **one another**.

### TEXTUAL SUPPORT

1. We both sat down and looked at **one another**.  
 We both sat down and looked at **each other**.
2. For an hour both men abused **one another**.  
 For an hour both men abused **each other**.
3. Della and Jim had great love for **one another** and could not think of celebrating Christmas without presenting the gifts.  
 Della and Jim had great love for **each other** and could not think of celebrating Christmas without presenting the gifts.
4. The Turks and the Greek never hated **one another**.  
 The Turks and the Greek never hated **each other**.
5. Both the teams played hard against **one another**.  
 Both the teams played hard against **each other**.

### PAST PAPER QUESTION

- A) They both looked to **one another**, startled by all they had just finished saying.
- B) They both looked to **each another**, startled by all they had just finish saying.
- C) They both looked to **each another**, startle by all they had just finish saying.
- D) They both looked to **each other**, startled by all they had just finished saying.



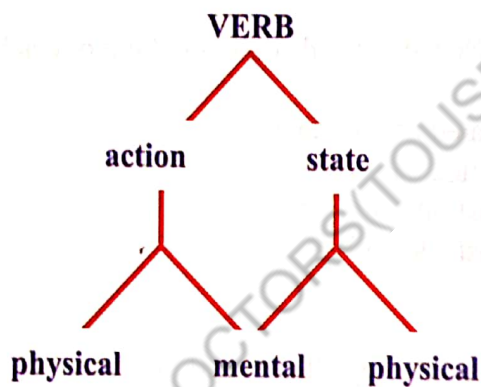
# 8 UNIT

# VERB AND TENSES

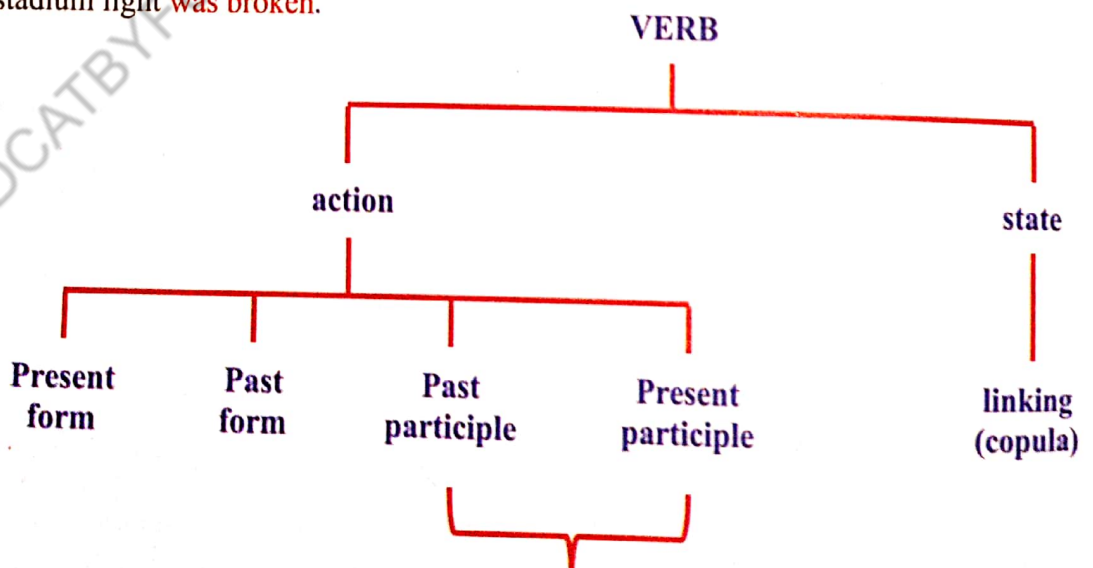
A verb is the part of speech (or word class) that describes an action or occurrence or indicates a state of being. Following are the points you need to check out when you have verbs:

- Overlapping of regular and irregular verbs
- Overlapping of transitive and intransitive verbs
- Correct usage of verb after causative and subjunctive verbs
- Gerund and infinitive (with or without "to")

**VERB** is the lifeblood of English language; no verb, no sentence. It's only because of the verb that our words take **action** and we **make statements**.



- Wajeeh **hit** the ball for six.
- We can **imagine** his happiness.
- His team mates **were** happy.
- The stadium light **was** broken.



What is participle?



**PARTICIPLE**

Past  
3<sup>rd</sup> form

Present  
ing form

Participle is the 3<sup>rd</sup> form or the -ing form of a verb that may function as an adjective or a noun.

**PARTICIPLE**

Adjective ← Adjective

Adjective ← Adjective

Adjective ← Adjective

Adjective

**VERB**

break

broke

broken

breaking

**LINKING VERBS**

Linking verbs help to make a statement not by expressing action, but by expressing a state or condition. These verbs link

a noun,  
a pronoun,  
or  
an adjective  
to the subject.

**EXAMPLES:**

- The author **is** Ali Shan Rao
- This **is** he.
- He **looks** serious.

**COMMON LINKING VERBS**

The most common linking verb is 'be,' (is, am, are, was, were, be, being, can be, is being, and could have been)

**Some other linking verbs**

appear	look	grow	prove
become	sound	smell	taste
seem	feel	remain	turn



## UNIT -8

### PROBLEM

Many of the verbs in the preceding list can also be used as action verbs or linking verbs.

### LINKING

- The farmer **grew** angry.

### ACTION

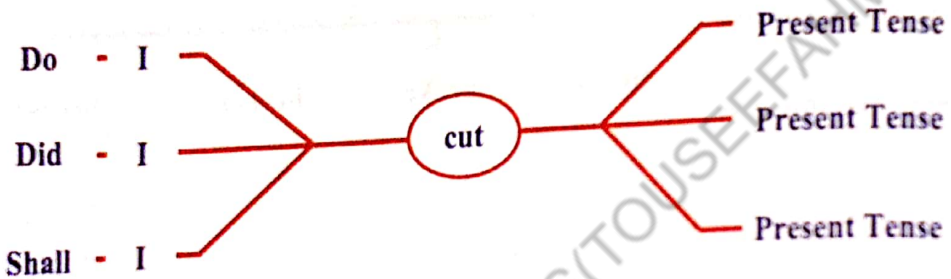
- The farmer **grew** crops.

### CONFUSED?

In general, a verb is a linking verb if you can substitute for it some form of the verb *seem*.

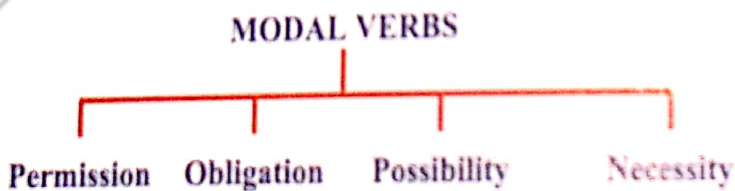
### AUXILIARY VERB (HELPING VERBS)

The verbs is, am, are, was, were, has, have, had, shall, will are called helping verbs. They are used with the forms of verbs to make tenses, questions and negatives.



### MODAL VERBS

Can	Could	Should	Would	May	Might
Must	Ought to	Used to	Need	Dare	



- You **may** leave now.
- We **must** pray five times a day.
- It **might** rain today.
- I **need** not go to see her off.



**Simple**

- **Present**
  - habitual action, general truths etc.
  - The sun rises in the east.
- **Past**
  - actions that took place once upon a time.
  - The Muslims conquered Makkah.
- **Future**
  - actions likely to happen in the future.
  - I shall be twenty next year.

**TENSES**

**Continuous**

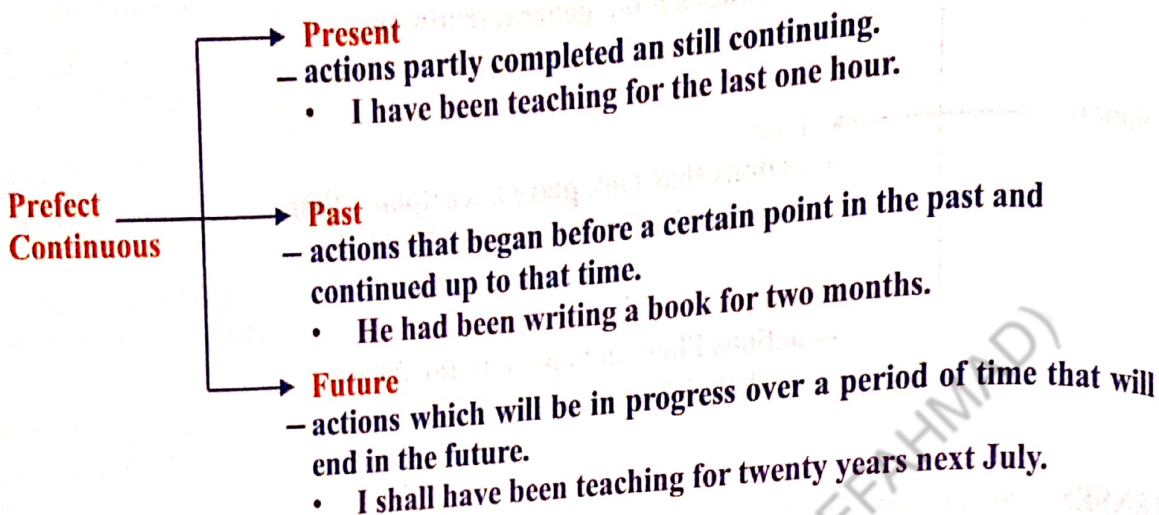
- **Present**
  - actions going on at the time of speaking.
  - I am teaching you now.
- **Past**
  - actions going on at some time in the past.
  - It was getting dark.
- **Future**
  - actions which will be in progress at some time in the future.
  - It will be raining tomorrow.

**TENSES**

**Prefect**

- **Present**
  - actions completed in the immediate past.
  - He has just gone out.
- **Past**
  - actions completed before a certain movement in the past.
  - He had died when I arrived.
- **Future**
  - actions that will be completed by a certain future time.
  - I shall have written my book by tomorrow.





Now we are going to discuss the following points:

- Regular and irregular verbs.
- Transitive and intransitive verbs.
- Causative verb
- Subjunctive verbs.
- Gerund and infinitive
- Infinitive with or without "to"

## REGULAR AND IRREGULAR VERBS

### REGULAR VERBS

A regular verb is one that forms its past and past participle by adding '-d' or '-ed' to the 1<sup>st</sup> form (infinitive form).

Infinitive	Past	Past Participle
live	lived	(have) lived
play	played	(have) played
walk	walked	(have) walked



## UNIT -8

## VERB & TENSES

### IRREGULAR VERBS

An irregular verb is one that forms its past and past participle in some other way than a regular verb.

1 <sup>st</sup> Form	2 <sup>nd</sup> and 3 <sup>rd</sup> form	1 <sup>st</sup> Form	2 <sup>nd</sup> and 3 <sup>rd</sup> form
Beat	(beat-beat)	Bear	(bore-born)
bite	(bit-bitten)	burst	(burst-burst)
hit	(hit-hit)	creep	(crept-crept)
Set	(set-set)	shake	(shook-shaken)
sink	(sank-sunk)	sting	(stung-stung)
swear	(swore-sworn)	strew	(strewed-strewed)
Swing	(swung-swung)	swim	(swam-swum)
Swing	(swung-swung)	Cling	(clung-clung)
Fling	(flung-flung)	lie	(lay-lain)
lay	(laid-laid)	lend	(lent-lent)
tear	(tore-torn)	wear	(wore-worn)

These are some of the most important and most frequently used irregular verbs.  
Complete list of such verbs can be found on KIPS LMS Reading.

### TEXTUAL SUPPORT

1. I **bended** down and picked dates off some of them.  
I **bent** down and picked dates off some of them.
2. A taxi also **drawed** near him and the driver looked at him enquiringly.  
A taxi also **drew** near him and the driver looked at him enquiringly.
3. Norma almost **hanged** up but restrained herself.  
Norma almost **hung** up but restrained herself.
4. If you do not dig it, you will be **hung**.  
If you do not dig it, you will be **hanged**.
5. Della had known they **costed** too much for her to buy them.  
Della had known they **cost** too much for her to buy them.
6. The bank **swum** before my eyes.  
The bank **swam** before my eyes.
7. Arthur **teared** it in half and tossed the pieces onto the table.  
Arthur **tore** it in half and tossed the pieces onto the table.
8. The examiners **seeked** to expose my ignorance.  
The examiners **sought** to expose my ignorance.
9. What a host of emotions **clinged** to him!  
What a host of emotions **clung** to him!
10. The wind **blowed** as if to flake away their identities.  
The wind **blew** as if to flake away their identities.



## UNIT -8

### TRANSITIVE AND INTRANSITIVE VERBS

#### TRANSITIVE VERBS

- Ditransitive
- Complex Transitive

The verbs that express actions with an object. The object is the noun or pronoun affected by the action. Transitive verbs are not followed by a preposition.

#### Example:

- The batsman **hit** the ball.
- He **gave** her a letter.
- Her remarks **made** him unhappy.

#### INTRANSITIVE VERBS

The verbs that express an action without an object. The verbs cry, laugh, talk, and walk are never followed by an object. These verbs may be followed by a preposition.

#### Example:

- They **went** to their universities.
- We **laughed** at those funny jokes.
- He **died** suddenly last night.

- *Some verbs are used transitively only*
- *Some verbs are used intransitively only.*
- *There are many verbs which can be used both transitively and intransitively. It is the object that makes its so.*
- *The list of such verbs can be found on KIPS LMS Reading.*

#### TWO TROUBLESOME PAIRS OF VERBS

These special verbs are

*lie and lay,*

*rise and raise.*

The most difficult to use correctly are the verbs

*lie and lay.*

#### LIE - LAY PROBLEM

When faced with a *lie—lay* problem, ask yourself two questions:

1. What is the meaning I intend?
  - Is it "to be in a lying position,"
  - or is it "to put something down"?
2. What is the time expressed by the verb and which form of verb is required to express this time?



**LIE AND LAY**

- The intransitive verb **lie** means "to assume a lying position" or "to be in a lying position."
- It never has an object (noun or pronoun).
- There may or may not be a preposition after the intransitive verb **lie**.

Its forms are:

1<sup>st</sup> form:

will lie

2<sup>nd</sup> Form:

lay

3<sup>rd</sup> Form

(have) lain

-ing form

(is) lying

Example:

The packing was lying by the front door.

- The verb **lay** means "to put" or "to place something."
- The verb **lay** is transitive, that is, it may have an object (noun or pronoun).

Its different forms are:

1<sup>st</sup> form

will lay

2<sup>nd</sup> Form

laid

3<sup>rd</sup> Form

(have) laid

-ing form

(is) laying

Examples:

- The mosquito will lay eggs in water.
- The victors killed everyone on whom they could lay their hands.

**RISE AND RAISE**

The verb **rise** means "to go up."

- Like **lie**, **rise** is intransitive.
- it never takes an object.
- It may be followed by a preposition.

Its forms are:

1<sup>st</sup> form

rise

2<sup>nd</sup> Form

rose

3<sup>rd</sup> Form

(have) risen

-ing form

(is) rising

Example:

One day this nation will rise up.

The verb **raise** means "to force something to move upward."

- Like **lay**, **raise** is transitive.
- It may take an object.



## UNIT -8

## VERB & TENSES

Its forms are:

1 <sup>st</sup> form	raise
2 <sup>nd</sup> form	raised
3 <sup>rd</sup> form	(have) raised
-ing form	raising

Example:

The sun and the moon raise tides on the earth.

### TEXTUAL SUPPORT

1. They had **reached to** the big cross-roads near the General Post Office.  
They had **reached** the big cross-roads near the General Post Office.
2. Atom bombs **hit on** New York.  
Atom bombs **hit** New York.
3. Mr. Bittering **gazed the Earth** settlement.  
Mr. Bittering **gazed at** the Earth settlement.
4. Norma **sat her chair** and spoke after a moment.  
Norma **sat on** her chair and spoke after a moment.
5. The route **laid across** an apparently trackless desert.  
The route **lay** across an apparently trackless desert.
6. Five bombs had **felled in** and around Brookfield.  
Five bombs had **fallen** in and around Brookfield.
7. He then struck the man himself a similar blow, which **fell him** to the earth like a log.  
He then struck the man himself a similar blow, which **felled** him to the earth like a log.
8. The smoke was **raising from** myriads of fires.  
The smoke was **rising** from myriads of fires.
9. He **arrived** the method of attenuating germs.  
He **arrived at** the method of attenuating germs.
10. Five years later a rocket **felled** out of the sky.  
Five years later a rocket **fell** out of the sky.

### PAST PAPER QUESTION

- A) In North Africa, he barely escaped assassination at the **hand** of the governor of the province.  
B) In North Africa, he barely escaped assassination **from** the hands of the governor of the province.  
C) In North Africa, he barely escaped assassination **from** the **hand** of the governor of the province.  
D) In North Africa, he barely escaped assassination at the hands of the governor of the province.  
(2014)

### CAUSATIVE VERBS

- A causative verb, as the name implies, indicates that a person, place, or thing is causing an action or event to happen.
- Have, get, make, let, keep, help are some of the causative verbs.

the majority of causative verbs are followed by infinitives  
(to + 1<sup>st</sup> form of verb)  
in causative structures. Some of the most common of these are  
*allow, permit, enable, cause, lead, force, require, motivate, convince,, and get.*



## UNIT -8

**Example:**  
He enabled us to write English.

**have**  
Rather than meaning "to possess," have as a causative verb means "to compel, persuade, instruct, or cause someone to do something."

**Example:**  
I will **have** my kids **clean** the house.

**have + object + the 3<sup>rd</sup> form of verb**  
is used to indicate when you have something done to someone or something.

- Example:**
- I'll have the house painted this week.
  - She had the car cleaned twice.

## THE SUBJUNCTIVE MOOD

### SUBJUNCTIVE

**caution**

- +s/es
- +to
- +ed

The **subjunctive Mood** is used to express a **wish**, a **demand**, or a **suggestion** etc.

The following verbs- when used with the word **that** often attract the subjunctive mood: to ask (that), to command (that), to demand (that), to insist (that), to order (that), to recommend (that), to suggest (that) and to wish (that).

**Example:**

I propose **that** Lee **be** asked to play the guitar.

## VERB & TENSES

Causative have



Some person



Verb 1<sup>st</sup> Form

Causative have



Some thing



Verb 3<sup>rd</sup> Form



## UNIT -8

### Normal forms

- is
- am
- are



### Subjunctive forms

- be

#### Normal Form

- I **am** available.



#### Subjunctive

- I demand that I **be** available.

#### Normal Form

- You **are** truthful.



#### Subjunctive

- I ask that you **be** truthful.

### Normal forms

- has



### Subjunctive forms

- have

#### Normal form

- She **has** a chance.



#### Subjunctive

- I demand she **have** a chance.

### Keys to subjunctive

- Should
- Must
- Ought to

### Normal forms

- Prepares
- Works
- Sings



### Subjunctive forms

- Prepare
- Work
- Sing

#### Normal form

- She **makes** a tea.



#### Subjunctive

- I propose she **make** a tea.

## SUBJUNCTIVE ADJECTIVE

The following adjectives – when used with the word *that* – often attract the subjunctive mood:

*crucial, essential, important, imperative and necessary*



## UNIT -8

## VERB & TENSES

Example:

It is **essential** that he use the time responsibly and timely.

- It is important that everyone **is** registered. (Incorrect)
- It is important that everyone **be** registered. (Correct)

It's (high) time

It's (high) time + **past subjunctive** expresses that something should be done and that it is already a bit late.

Example:

- It's time you **go** to bed. You'll have to get up early tomorrow.
- It's time you **went** to bed. You'll have to get up early tomorrow.

- It's high time I **buy** a new pair of jeans.
- It's high time I **bought** a new pair of jeans.

### TEXTUAL SUPPORT

1. I suggest you did a bit of cooperating.  
I suggest you **do** a bit of cooperating.
2. Are you suggesting we must play a trick on Clay?  
Are you suggesting **we play** a trick on Clay?
3. He suggested that it sits in the upland town of Ankara.  
He suggested that it **should sit** in the upland town of Ankara.
4. He proposed that the Sultanate is to be abolished.  
He proposed that the Sultanate **should be** abolished.
5. No wonder you had the door **lock**!  
No wonder you had the door **locked**!
6. Old Smith had had his crop to **eat** to the ground.  
Old Smith had had his crop **eaten** to the ground.
7. I had my hair cut off and **sell** it.  
I had my hair cut off and **sold** it.
8. You plan to have Wozzeck **to pretend** he has found a pearl in the oyster.  
You plan to have Wozzeck **pretend** he has found a pearl in the oyster.

### CAUSATIVE VERB

Get and have both mean "to instruct or compel,"  
get often implies convincing or persuading the person.

My wife **got** me to cook. (convinced)

My wife **had** me cook. (instructed)

Causative get



Some person



to + 1<sup>st</sup> Form

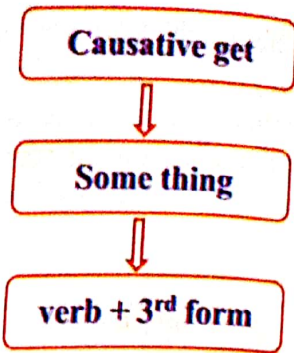


**CAUSATIVE VERB**

*get + object + the 3<sup>rd</sup> form of verb*  
is used to indicate when you have something done to someone or something.

**Example:**

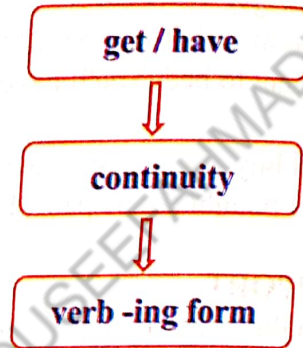
I need to get the car washed.

**CAUSATIVE VERB**

the use of **-ing form** after get / have indicates an action performed continuously over a period of time.

**Examples:**

- He got me dancing for an hour.
- He had us working late again.

**TEXTUAL SUPPORT**

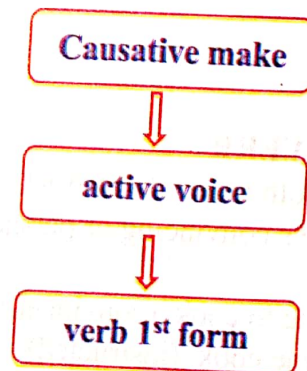
1. Get the kettle go. It's a thirsty work.  
Get the kettle **going**. It's a thirsty work.
2. Ain't you got anybody home tell you to wash your face?  
Ain't you got anybody home **to tell** you to wash your face?
3. I want to get my father come home again.  
I want to get my father **to come** home again.
4. Mansoor feels pleased to get his head to cut off.  
Mansoor feels pleased to get his head **cut off**.
5. He still had to get the post create.  
He still had to get the post **created**.
6. You got your ideas well stick in those days.  
You got your ideas well **stuck** in those days.

**CAUSATIVE VERB****make**

In contrast to its primary definition of "to create or bring into existence," we use **make** as a **causative** verb to indicate that someone or something has forced or compelled an action or event to occur.

**Example:**

She **made** him buy her a different ring.





## CAUSATIVE VERB

**Make** can also be followed by **to + 1<sup>st</sup>** form of verb but only if it is used in the **passive voice**.

### Example:

Workers **are often made to feel** responsible for a company's misfortunes.

Causative make



passive voice



to + 1<sup>st</sup> form

## MAKE A POINT

In a few cases **make** can be followed by **myself, yourself, etc.** and a **past participle**. The structure is common with **understood** and **heard**.

### Example:

I don't speak good French, but I can make myself **understood**.

We can talk about an effect or change with **make + object + adjective/noun**

### Example:

✓ She made everybody **welcome**.

## TEXTUAL SUPPORT

1. There were times when I tried to make myself **fainted**.  
There were times when I tried to make myself **faint**.
2. It took me thirty years to improve these old worn-out acres to **make** them **to do** this!  
It took me thirty years to improve these old worn-out acres to make them **do** this!
3. How our hounds would **make** the rabbits **circled**!  
How our hounds would make the rabbits **circle**!
4. It **makes** me **yearned** to borrow a collecting box and go round doing good myself.  
It **makes** me **yearn** to borrow a collecting box and go round doing good myself.
5. They **would be made felt** uncomfortable.  
They would be made **to feel** uncomfortable.

## CAUSATIVE VERB

### let

The primary use and definition of let is as a causative verb, meaning "to allow, permit, or give opportunity to."

### Example:

He does not let us sit together.

Causative let



allow / permit



1<sup>st</sup> form only



## CAUSATIVE VERB

keep

Instead of its usual meaning

"to retain possession of", keep as a causative verb means

"to maintain or prolong.

There is only one causative verb that must be used with the -ing form of verb: keep.

**Example:**She **kept** him waiting for ages.

Causative keep

continuity

The -ing form

## THE SEMI-CAUSATIVE

help

What sets help apart as a causative verb is that it can be followed by either to+1<sup>st</sup> form of verb or the 1<sup>st</sup> form of verb without to.**Example:**

- Ali is helping us learn grammar.
- Ali is helping us to learn grammar.

Causative help

bare infinitive

Full infinitive

## GERUND AND INFINITIVE

GERUNDThe "- ing" form used as a noun is called **Gerund**, and it is used to show some process, activity, or action.He stopped **smoking**. (Previously, he used to do this activity, but now he has stopped that activity.)

- I still **remember** to buy my first bicycle.
- I still **remember** buying my first bicycle.

## TEXTUAL SUPPORT

1. He said that he remembered my **do** so.  
He said that he remembered my **doing** so.
2. I remember **go** to the Museum to read up the treatment for some slight ailment.  
I remember **going** to the Museum to read up the treatment for some slight ailment.

GERUNDCertain expressions (*devote, with a view to, look forward to, get used to, can't help, etc.*) take V-ing form after them.

- I look forward to **hear** from you.
- ✓ I look forward to **hearing** from you.



## TEXTUAL SUPPORT

1. Pasteur devoted his attention **to make** sketches of his companions.
1. Pasteur devoted his attention **to making** sketches of his companions.

2. His agents ransacked the bookshops with a view **to buy** manuscripts.
2. His agents ransacked the bookshops with a view **to buying** manuscripts.

## INFINITIVE

The "to + 1<sup>st</sup> Form of Verb" is called a full infinitive and it is used to show purpose or priority.

- He stopped **to smoke**. What was the purpose? He stopped why-? To smoke
- He hopes **winning** the match.
- He hopes **to win** the match.

## TEXTUAL SUPPORT

1. One of the doctors had told him not **walking** the length of a city block.
1. One of the doctors had told him not **to walk** the length of a city block.
2. I went on, as if I had been prompted **lying** about it.
2. I went on, as if I had been prompted **to lie** about it.
3. You are going **remembering** Mrs. Luella Bates Washington Jones.
3. You are going **to remember** Mrs. Luella Bates Washington Jones.
4. Chips went across the road **living** at Mrs. Wickett's.
4. Chips went across the road **to live** at Mrs. Wickett's.
5. Norma tried **lifting** it off, but it was locked in place.
5. Norma tried **to lift** it off, but it was locked in place.

Infinitive with "to" and Infinitive without "to"



Infinitive is the base form of verb used with or without "to".

If the base form of the verb is written with "to", it is called "Full Infinitive".

If the base form of the verb is written without "to", it is called "Bare Infinitive".

## Bare Infinitive

Infinitive without 'to' is used with:

- Let
- had better
- would rather/sooner
- Subjunctive Mood, etc.
- Causative have + person



- Modals (needn't/dare etc.)
- Causative make (Active Voice)
- watch/see/hear + Noun/Pronoun

## 1. let

- He let the dirt to run between his fingers.
- ✓ He let the dirt **run** between his fingers.

## 2. had better

- I had better sharpened my pencil.
- ✓ I had better **sharpen** my pencil.

## 3. Would rather

- I'd rather not discussed it anymore, if you don't mind.
- ✓ I'd rather not **discuss** it anymore, if you don't mind.

## 4. Subjunctive Mood

- It is essential that he goes to the doctor.
- ✓ It is essential that he **go** to the doctor.

## 5. Causative Have + Person

- I always have my children to take the medicine.
- ✓ I always have my children **take** the medicine.

## 6. Modals (Needn't etc.)

- You needn't to look for it.
- ✓ You needn't **look** for it.

## 7. Causative Make (Active Voice)

- I will make them to learn English first.
- ✓ I will make them **learn** English first.

## 8. Watch/Hear/See + Noun

- He saw me picked up this string here.
- ✓ He saw me **pick** up this string here.

## TEXTUAL SUPPORT

1. Let the water **ran** until it gets warm.  
Let the water **run** until it gets warm.
2. We thought you had better **looked** her over and tell us what the matter is.  
We thought you had better **look** her over and tell us what the matter is.
3. I'd rather he **doesn't** know I was around.  
I'd rather he **didn't** know I was around.
4. The man felt his hair **fluttered** and the tissues of this body draw tight.  
The man felt his hair **flutter** and the tissues of this body draw tight.
5. An orchestra could be heard **to play** in one of the restaurants.  
An orchestra could be heard **playing** in one of the restaurants.



## PAST PAPER QUESTION:

The man felt his hair flutter and the tissues of his body drew tight as if he were standing at

A)

B)

C)

(B-draw)

the centre of a vacuum.

D)

We were ten miles up the highway when I happened to saw this classified advertisement in

A)

B)

C)

(C-see)

the Newspaper.

D)

- A) The government should accrue taxes **for** strengthen the economy of the country.  
 B) The government should accrue taxes **in** strengthen the economy of the country.  
 C) The government should accrue taxes **to** strengthen the economy of the country.  
 D) The government should accrue taxes **by** strengthen the economy of the country. (2011)

- A) Shelley is **consider** to be an idealist poet.  
 B) Shelley is **considering** to be an idealist poet.  
 C) Shelley is **considers** to be an idealist poet.  
 D) Shelley is **considered** to be an idealist poet.

## Infinitive with "to"

- After certain verbs like decide (for complete list, KIPS LMS Reading)
- After Causative "make" (Passive Voice)
- After Causative Verb Get + Person

## 1. Decide

- Katherine decided marry Mr. Chips.
- ✓ Katherine decided **to marry** Mr. Chips.

## 2. Causative Make (Passive Voice)

- They were made learn English first.
- ✓ They were made **to learn** English first.

## 3. Causative Verb Get + Person

- I got the gardener water the plants.
- ✓ I got the gardener **to water** the plants.

## STATIVE VERBS

Stative verbs such as **believe, doubt, know, like, love, hate, prefer, want, wish, appear, hear, smell, sound, taste, deny, impress, involve, lack, matter, need, possess, consist, comprise, contain, understand, seem, look, taste, sound, smell** etc. are not usually used in the continuous form, even when we are talking about temporary situations or states.

- I am not **knowing** what to do about this problem. (Incorrect)
- I don't **know** what to do about this problem. (Correct)



## TEXTUAL SUPPORT

1. The truth is, Clay, you want money because you are **needing** money.  
The truth is, Clay, you want money because you **need** money.
2. Feelings which **are involving** fears such as this are called superstitions.  
Feelings which **involve** fears such as this are called superstitions.
3. You **are wanting** to work in my metal shop on a rocket you're welcome.  
You **want** to work in my metal shop on a rocket you're welcome.
4. He knew that Ralston did not like him, either; but that **wasn't seeming** to matter.  
He knew that Ralston did not like him, either; but that **seemed** to matter.

## VERBS OF KNOWING

Some verb such as *know, learn, teach, discover, find, etc.* take *how + to + V-I* after them.

- He knows **playing** this game. (Incorrect)  
He knows **how to play** this game. (Correct)
- My mother has taught me **doing it**. (Incorrect)  
My mother has taught me **how to do it**. (Correct)

## TEXTUAL SUPPORT

1. He knew **to keep** their favour by generous pay.  
He knew **how to keep** their favour by generous pay.
2. I know **exposing** a throat for inspection.  
I know **how to expose** a throat for inspection.
3. We have learned **to provide** ourselves with a variety of foods throughout the year.  
We have learned **how to provide** ourselves with a variety of foods throughout the year.
4. Mr. Somervell knew **doing** it.  
Mr. Somervell knew **how to do** it.
5. George claimed to have found the pocket book, but not knowing **reading** he had given it to his employer.  
George claimed to have found the pocket book, but not knowing **how to read** he had given it to his employer.
6. I don't know **to give** a poodle haircut, but even if I know how, I wouldn't do it.  
I don't know **how to give** a poodle haircut, but even if I know how, I wouldn't do it.

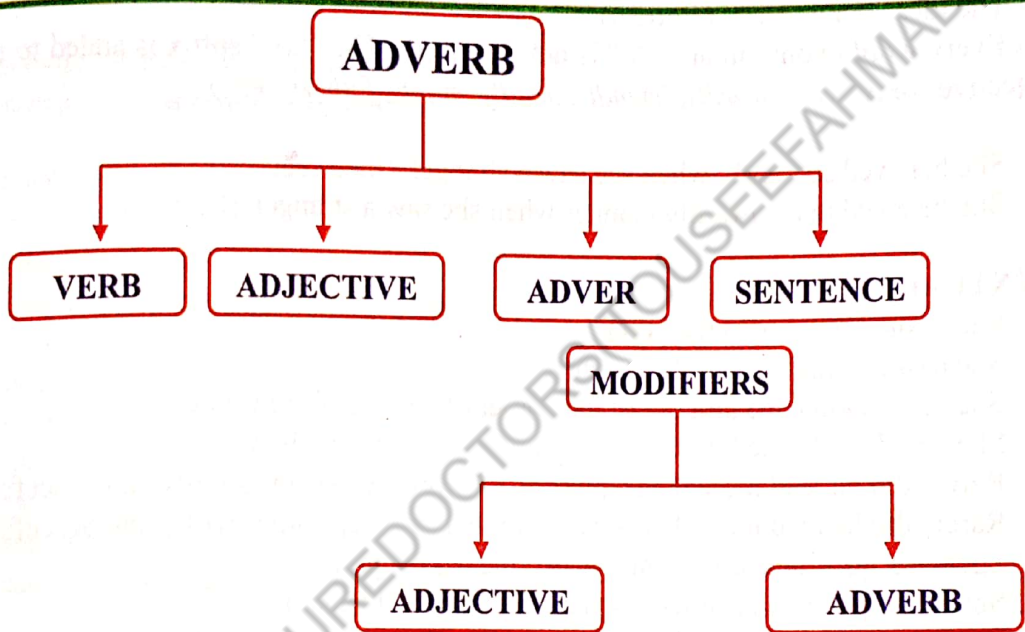


# 9 UNIT

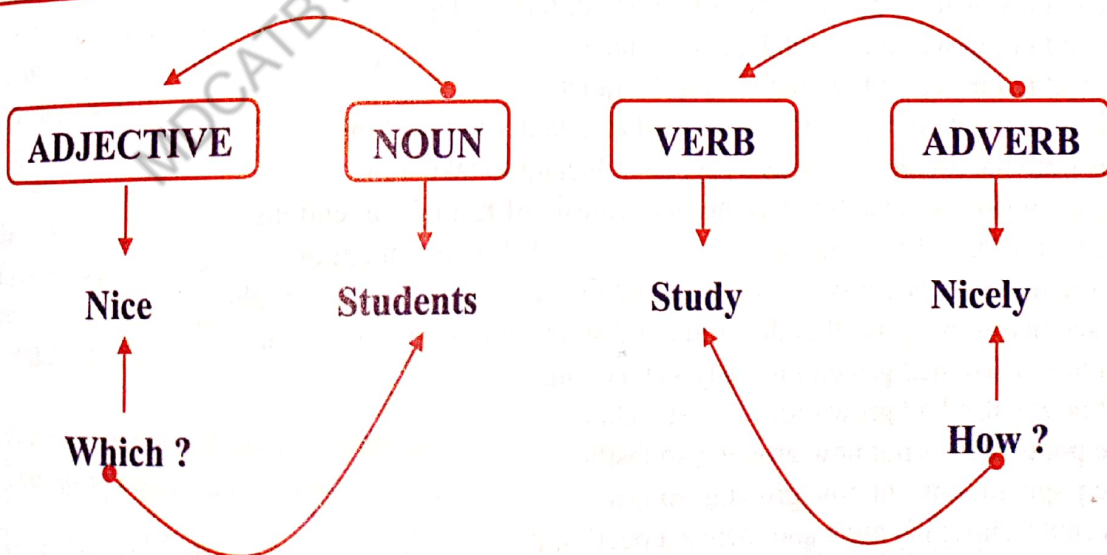
## ADVERB

Adverb is a word that adds more meaning to a verb, an adjective, another adverb, or the whole sentence. Following are the things you need to check out when you have adverbs.

- Adverb and adjective confusion with an “-ly”
- Adverb with punctuation marks
- Order of Adverbs
- Spelling errors of Adverbs



ADJECTIVE + ly = ADVERB





**Adverb** is a word that adds more meaning to a **verb**, an **adjective**, another **adverb**, or the whole sentence. Following are the things you need to check out when you have adverbs.

- Adverb and adjective confusion with an "-ly"
- Adverb with punctuation marks
- Order of Adverbs
- Spelling errors of Adverbs

### Rule - 1

(i) Generally, we form an adverb of manner by adding an "ly" to an adjective. However, some adjectives do not take an "ly". The verbs (*seem, look, appear, sound, prove, turn, grow, become, etc.*) take adjectives rather than adverbs.

1. The idea sounds **greatly**. (Incorrect)

The idea sounds **great**. (Correct)

(ii) Every word ending in an "-ly" is not an adverb. The "-ly" suffix is added to nouns to form adjectives (*miserly, cowardly, friendly, deadly, manly, fatherly, etc.*).

- She behaved **cowardly** when she saw a stranger. (Incorrect)  
She behaved **in a cowardly manner** when she saw a stranger. (Correct)

### TEXTUAL SUPPORT

1. She dashed blind onto the porch.  
She dashed **blindly** onto the porch.
2. She could easier see him out of the corner of her eye if she wanted to.  
She could **easily** see him out of the corner of her eye if she wanted to.
3. Rarely did he read more than a page of it before sleep came swiftly and peaceful.  
Rarely did he read more than a page of it before sleep came swiftly and **peacefully**.
4. Speaking quiet and slow I approached the child again.  
Speaking **quietly and slowly** I approached the child again.
5. He walked slow in his pointed shoes and leaned on a gilded stick.  
He walked **slowly** in his pointed shoes and leaned on a gilded stick.
6. The child was full dressed and sitting on her father's lap.  
The child was **fully** dressed and sitting on her father's lap.
7. She did not move and seemed, inward, quiet.  
She did not move and seemed, **inwardly**, quiet.
8. This time the driver and greaser seemed reluctantly to take him.  
This time the driver and greaser seemed **reluctant** to take him.
9. The authorities of Istanbul became suspiciously of Kamal's intentions.  
The authorities of Istanbul became **suspicious** of Kamal's intentions.
10. He seemed so peacefully that they did not disturb him to say good night.  
He seemed so **peaceful** that they did not disturb him to say good night.
11. But now I also had grown furiously - at a child.  
But now I also had grown **furious** - at a child.
12. The population is not now growing so fastly.  
The population is not now growing so **fast**.
13. It's shut tightly; it's alive and there's a pearl in it.  
It's shut **tight**; it's alive and there's a pearl in it.



## PAST PAPERS QUESTION

- A) They felt bad while leaving their friends.  
 B) They felt badly about leaving their friends.  
 C) They felt very badly about leaving their friends.  
 D) They felt badly while leaving their friends. (2009)

- A) The lovely sentiments we go through repeating!  
 B) The lovely sentiments we go about repeating!  
 C) The lovely sentiments we go in repeating!  
 D) The lovely sentiments we go for repeating! (2016)

### Rule - 2

Generally, the adverb ending in an "ly" is used with some adjective (past participle or the third form).

Everybody was **extreme** annoyed with Julian. (Incorrect)

Everybody was **extremely** annoyed with Julian. (Correct)

## TEXTUAL SUPPORT

1. They look surprising peaceful.  
 They look **surprisingly** peaceful.
2. It was unbearable stifling in the driver's cabin.  
 It was **unbearably** stifling in the driver's cabin.
3. Superstitious people's lives are great influenced by such signs.  
 Superstitious people's lives are **greatly** influenced by such signs.
4. I came to that country and they were wonderful friendly.  
 I came to that country and they were **wonderfully** friendly.
5. The child was full dressed and sitting on her father's lap.  
 The child was **fully** dressed and sitting on her father's lap.

### Rule - 3

Adverb is a word that adds more meaning to a **verb**, an **adjective**, another **adverb**, or the whole sentence. Following are the things you need to check out when you have adverbs.

- Adverb and adjective confusion with an "-ly"
- Adverb with punctuation marks
- Order of Adverbs
- Spelling errors of Adverbs

### Rule - 4

(i) Generally, we form an adverb of manner by adding an "ly" to an adjective. However, some adjectives do not take an "ly". The verbs (*seem, look, appear, sound, prove, turn, grow, become, etc.*) take adjectives rather than adverbs.

- The idea sounds **greatly**. (Incorrect)  
 The idea sounds **great**. (Correct)

(ii) Every word ending in an "-ly" is not an adverb. The "-ly" suffix is added to nouns to form adjectives (*miserly, cowardly, friendly, deadly, manly, fatherly, etc.*).



- She behaved **cowardly** when she saw a stranger. (Incorrect)  
She behaved **in a cowardly manner** when she saw a stranger. (Correct)

## TEXTUAL SUPPORT

1. She dashed blind onto the porch.  
She dashed **blindly** onto the porch.
2. She could easier see him out of the corner of her eye if she wanted to.  
She could **easily** see him out of the corner of her eye if she wanted to.
3. Rarely did he read more than a page of it before sleep came swiftly and peaceful.  
Rarely did he read more than a page of it before sleep came swiftly and **peacefully**.
4. Speaking quiet and slow I approached the child again.  
Speaking **quietly and slowly** I approached the child again.
5. He walked slow in his pointed shoes and leaned on a gilded stick.  
He walked **slowly** in his pointed shoes and leaned on a gilded stick.
6. The child was full dressed and sitting on her father's lap.  
The child was **fully** dressed and sitting on her father's lap.
7. She did not move and seemed, inward, quiet.  
She did not move and seemed, **inwardly**, quiet.
8. This time the driver and greaser seemed reluctantly to take him.  
This time the driver and greaser seemed reluctant to take him.
9. The authorities of Istanbul became suspiciously of Kamal's intentions.  
The authorities of Istanbul became **suspicious** of Kamal's intentions.
10. He seemed so peacefully that they did not disturb him to say good night.  
He seemed so **peaceful** that they did not disturb him to say good night.
11. But now I also had grown furiously - at a child.  
But now I also had grown **furiously** - at a child.
12. The population is not now growing so fastly.  
The population is not now growing so **fast**.
13. It's shut tightly; it's alive and there's a pearl in it.  
It's shut **tight**; it's alive and there's a pearl in it.
14. Wetherby treated Mr. Chips fatherly.  
Wetherby treated Mr. Chips **in a fatherly manner**.

## UHS PAST PAPERS

- A) They felt bad while leaving their friends.
- B) They felt badly about leaving their friends.
- C) They felt very badly about leaving their friends.
- D) They felt badly while leaving their friends. (2009)

- A) The lovely sentiments we go through repeating!
- B) The lovely sentiments we go about repeating!
- C) The lovely sentiments we go in repeating!
- D) The lovely sentiments we go for repeating! (2016)



## UNIT -9

### Rule - 5

Always use a semicolon before and comma after the conjunctive adverbs (*therefore, however, etc.*) when separating two independent clauses.

### ADVERB

- It was hot, therefore, we went swimming. (Incorrect)  
It was **hot**; therefore, we went swimming. (Correct)

OR

- It was **hot**. Therefore, we went swimming. (Correct)

### TEXTUAL SUPPORT

1. However the organization is of international scope.  
**However**, the organization is of international scope.
2. Nonetheless that is the proposition.  
**Nonetheless**, that is the proposition.
3. We seem to have strength, but it is only the appearance of strength; otherwise we are weak and without motion.  
We seem to have strength, but it is only the appearance of strength; **otherwise**, we are weak and without motion.

### Rule - 6

**Enough** is an adjective as well as an adverb. After adjectives **enough** will act as an adverb, whereas before nouns **enough** will act as an adjective.

- This shirt isn't **enough** big.  
This shirt isn't **big enough**.

### TEXTUAL SUPPORT

1. You are enough old to understand it what I am saying to you.  
You are **old enough** to understand it what I am saying to you.
2. He was kind without being soft and understood them enough well.  
He was kind without being soft and understood them **well enough**.
3. A flask of cold water became enough hot to make tea.  
A flask of cold water became **hot enough** to make tea.
4. When I came here I was enough old to know a good thing when I saw it.  
When I came here I was **old enough** to know a good thing when I saw it.
5. Well, the tide hardly ever gets enough low for a fellow to get around to the ocean side of Black Rock.  
Well, the tide hardly ever gets **low enough** for a fellow to get around to the ocean side of Black Rock.
6. You can get Clay around to the truth enough easy just as soon as he gets his father home.  
You can get Clay around to the truth **easy enough** just as soon as he gets his father home.
7. Even fifty years is not time enough to enjoy it fully.  
Even fifty years is not **enough time** to enjoy it fully.
8. Katherine was twenty-five — enough young to be Chips's daughter.  
Katherine was twenty-five—**young enough** to be Chips's daughter.



## UNIT -9

### Rule - 7

(i) Adverbs of time should be used in ascending order.

- The result will be announced **this week on Monday at 7a.m.**  
The result will be announced **at 7a.m on Monday this week.**
- He visited me at 7 o'clock **in July on Monday in 2017.**  
He visited me at 7 o'clock **on Monday in July in 2017.**

(ii) Adverbs of Manner (M) place (P) and Time (T) should be used according to MPT formula.

- He was welcomed **yesterday at the station nicely.**  
He was welcomed **nicely at the airport yesterday.**

(iii) Adverbs of frequency (often, always, ever, never, etc.) don't usually go after the verb phrase.

- We **go hardly** there.  
We **hardly go** there.

- I **enjoyed often** the actual classroom work.  
I **often enjoyed** the actual classroom work.

(iv) In case of two or more adverbials at the end of a sentence the usual order is **duration** (how long-?), **frequency** (how often-?) and **time** (when-?)

- We went to Karachi **last year (time) three times (frequency).**  
We went to Karachi **three times (frequency) last year (time).**
- I shall visit kalam **in March (time) for a few days (duration).**  
I shall visit kalam **for a few days (duration) in March (time).**

(v) Unless there is a reason for using a different order, we put a shorter adverbial before a longer adverbial: **word + phrase + clause**

- They arrived **back while I was sleeping at one o'clock.**  
They arrived **back at one o'clock while I was sleeping.**

### TEXTUAL SUPPORT

1. I remained three times as long as anyone else in the Third.  
I remained **in the third three times** as long as anyone else.
2. The gay songs that accompany usually wedding ceremonies were not sung.  
The gay songs that **usually accompany** wedding ceremonies were not sung.
3. Those who usually were content to live with their loneliness, emerged from their hide-outs to join the gaiety of the streets.  
Those who **were usually** content to live with their loneliness, emerged from their hide-outs to join the gaiety of the streets.
4. She had fought to keep me from knowing her secret valiantly.  
She had fought **valiantly to keep me from knowing her secret.**
5. She said often little prayers quietly, about simple everyday things.  
She **often said** little prayers quietly, about simple everyday things.
6. I often have thought of keeping a diary.  
I **have often** thought of keeping a diary.

## ADVERB

## UNIT -9

### Rule - 8

i) Before the base form of an adjective, the comparative form of an adjective is used.

- He is in a **very** better position.
- He is in a **much** better position.
- ii) **Too** is normally used with adjectives and is followed by a noun, meaning as **too**.

- It was a **too small** table.
- The table was **too** small.
- It was a **too difficult** question.
- The question was **too** difficult.

Note: In very formal English, **too** is used before a noun, meaning as **too**.

iii) The structure **too + adjective + to + verb** is used in context, we use **too**.

- She was **too** fat to marry him.
- She was **too** fat to marry him.
- My parents were **too** poor to buy a house.
- My parents were **too** poor to buy a house.

## TEXTUAL SUPPORT

1. It takes very long to finish the work.  
It takes **much** longer to finish the work.
2. He felt much better after the operation.  
He felt **very** better after the operation.
3. Chips had a very good idea.  
Chips had a **very** good idea.
4. The young man was very brave.  
The young man was **very** brave.
5. Your father was very kind.  
Your father was **very** kind.
6. She was very happy.  
She was **very** happy.

### Rule - 9

i) **Altogether** is used to mean 'in all' or 'completely'.

He was **altogether** happy.  
He was **altogether** happy.

KETS -



## UNIT -9

### Rule - 8

i) Before the base form of an adjective, we normally use **very**. **Much** is used before the comparative form of an adjective:

### ADVERB

- He is in a **very** better mood than usual. (Correct)
- He is in a **much** better mood than usual. (Incorrect)
- ii) **Too** is normally used before predicative adjectives. We do not use **too** before an adjective that is followed by a noun. In this position, we use **very**: 'However, **very** does not have the same meaning as **too**.
- It was a **too small table**. (Incorrect)  
The table was **too** small. (Correct)
- It was a **too difficult question**. (Incorrect)  
The question was **too** difficult. (Correct)

**Note:** In very formal styles we sometimes use the structure: **too** + adjective + a/an + noun: It was **too difficult a question** to answer.

iii) The structure **too** + adjective/adverb + **to**-infinitive has a negative meaning. In a negative context, we use **any, anything, etc. NOT some, something, etc.**

- She was **too frightened** to say **something**. (Incorrect)  
She was **too frightened** to say **anything**. (Correct)
- My parents were **too poor** in those days to give me **some** money. (Incorrect)  
My parents were **too poor** in those days to give me **any** money. (Correct)

### TEXTUAL SUPPORT

1. It takes very less time to use indigenous equipment.  
It takes **much** less time to use indigenous equipment.
2. He felt much fit, and the actual work was not taxing.  
He felt **very** fit, and the actual work was not taxing.
3. Chips had been at Brookfield for forty-two years, and had been much happy there.  
Chips had been at Brookfield for forty-two years, and had been **very** happy there.
4. The young man seemed to be much happy in his overcoat.  
The young man seemed to be **very** happy in his overcoat.
5. Your father wasn't very better, either.  
Your father wasn't **much** better, either.
6. She was a much old woman, who must have died shortly.  
She was a **very** old woman, who must have died shortly.

### Rule - 9

i) **Altogether** is an adverb and means completely or in total, whereas **all together** are two words that mean to be together in one group.

He was an **all together** milder and less ferocious animal. (Incorrect)  
He was an **altogether** milder and less ferocious animal. (Correct)



## UNIT -9

### ADVERB

ii) *Already* is an adverb and means before a particular time, whereas *all ready* are two words that mean all are ready.

- The students are *all ready* acquainted with the work of Shakespeare. (Incorrect)  
The students are *already* acquainted with the work of Shakespeare. (Correct)
- We are *already* to leave for holidays. (Incorrect)  
We are *all ready* to leave for holidays. (Correct)
- It was *all ready* here as God had made it. (Incorrect)  
It was *already* here as God had made it. (Correct)

iii) *Some* and *still* are used in positive sentence, whereas *any* and *yet* are used in negative and interrogative sentence.

- I don't want *some* bread. (Incorrect)  
I don't want *any* bread. (Correct)
- We have not got acclimate to village life *still*. (Incorrect)  
We have not got acclimate to village life *yet*. (Correct)

### TEXTUAL SUPPORT

- He had, in fact, all ready begun to sink into that creeping dry rot of pedagogy.  
He had, in fact, *already* begun to sink into that creeping dry rot of pedagogy.
- I therefore had to throw them away or wipe them off the map all together.  
I therefore had to throw them away or wipe them off the map *altogether*.
- In the West women have not still succeeded in obtaining all these benefits.  
In the West women have not *yet* succeeded in obtaining all these benefits.
- The protesters marched altogether to the White House.  
The protesters marched *all together* to the White House.
- Those who have all ready departed from this life do not know if we are frustrated or not.  
Those who have *already* departed from this life do not know if we are frustrated or not.
- We were all thinking of that, though no one had as still spoken of the thing.  
We were all thinking of that, though no one had as *yet* spoken of the thing.
- It was ten shillings all together.  
It was ten shillings *altogether*.

### Rule - 10

*Like* and *instead of* always take an object after them, whereas *alike* and *instead* do not need an object after them.

- Though John and Andrew look exactly *like*; they act quite differently. (Incorrect)  
Though John and Andrew look exactly *alike*; they act quite differently. (Correct)
- The authorities used quiet persuasion *instead* the big stick. (Incorrect)  
The authorities used quiet persuasion *instead of* the big stick. (Correct)

## UNIT -9

### TEXTUAL SUPPORT

- She was immensely p  
She was immensely p  
Summer moved alike  
Summer moved like  
Instead chemicals he  
But instead chemicals  
But instead replying  
feet.  
But instead of replyi  
feet.  
The members and  
The members and

### Rule - 11

*Late* (either an adve  
means recently.  
His parents won  
His parents won

### TEXTUAL SUPPORT

- She told him ab  
She told him ab

### Rule - 12

*Fairly* is used wit  
before unfavorabl

I walk *rather* fast  
I walk *fairly* fast

### TEXTUAL SUPPORT

- I'd fairly no  
I'd *rather* no

- Mr. Chips  
Mr. Chips

### Rule - 13

i) *Wholly* is a  
and not as sep

He was *as a*  
He was *who*

ii) *Until* is u

Most dogs  
Most dogs



## UNIT -9

### TEXTUAL SUPPORT

### ADVERB

1. She was immensely popular with boys and masters like.  
She was immensely popular with boys and masters **alike**.
2. Summer moved alike flame upon the meadows.  
Summer moved **like** flame upon the meadows.
3. Instead chemicals heat was used to sterilize instruments.  
**Instead** of chemicals heat was used to sterilize instruments.
4. But instead replying, she silently lifted a corner of the quilt to expose Umdatunnisa's small, bare feet.  
But **instead** of replying, she silently lifted a corner of the quilt to expose Umdatunnisa's small, bare feet.
5. The members and the Padishah himself were like eager to collaborate.  
The members and the Padishah himself were **alike** eager to collaborate.

#### Rule - 11

**Late** (either an adverb or an adjective) means after a particular time, whereas **lately** (adverb) means recently.

- His parents won't allow him to stay out **lately**. (Incorrect)  
His parents won't allow him to stay out **late**. (Correct)

### TEXTUAL SUPPORT

1. She told him about her job in a hotel beauty shop that stayed open lately.  
She told him about her job in a hotel beauty shop that stayed open **late**.

#### Rule - 12

**Fairly** is used with favorable adjectives and adverbs, whereas **rather** is chiefly used in this sense before unfavorable adjectives and adverbs.

I walk **rather** fast but Ann walks **fairly** slowly. (Incorrect)

I walk **fairly** fast but Ann walks **rather** slowly. (Correct)

### TEXTUAL SUPPORT

1. I'd fairly not discuss it anymore, if you don't mind.  
I'd **rather** not discuss it anymore, if you don't mind.
2. Mr. Chips was an old man, still rather active for his years.  
Mr. Chips was an old man, still **fairly** active for his years.

#### Rule - 13

i) **Wholly** is an adverb which means entirely, whereas **as a whole** (idiom) means as a single unit and not as separate parts.

He was **as a whole** inattentive to the needs of his children. (Incorrect)

He was **wholly** inattentive to the needs of his children. (Correct)

ii) **Until** is used for time, whereas **unless** is used for condition/situation.

Most dogs will not attack **until** provoked. (Incorrect)

Most dogs will not attack **unless** provoked. (Correct)



## UNIT -9

iii) **Good** (Adjective) is used with noun, whereas **Well** (adverb) is used with verbs.  
 You have to do **good** academically to get into medical school. (Incorrect)  
 You have to do **well** academically to get into medical school. (Correct)

### TEXTUAL SUPPORT

1. The writer was not as a whole wrong in concluding that he was suffering from almost all diseases.
2. The writer was not **wholly** wrong in concluding that he was suffering from almost all diseases.
3. Churchill did not do good in examinations.
4. Churchill did not do **well** in examinations.
5. The parent asserted that God put those tonsils in his son's throat for some well purpose.
6. The parent asserted that God put those tonsils in his son's throat for some **good** purpose.
7. The driver assured him that it would be a well thing to mix a little wine with his water.
8. The driver assured him that it would be a **good** thing to mix a little wine with his water.
9. He was a well athlete when he came by his wild idea.
10. He was a **good** athlete when he came by his wild idea.

### Rule - 14

**Ago** is used for a defined period of time (e.g. five years ago), whereas **before** is generally used with undefined period of time (e.g. before the doctor arrived).

Some two thousand million years **before** this rare event took place. (Incorrect)  
 Some two thousand million years **ago** this rare event took place. (Correct)

### TEXTUAL SUPPORT

1. If you had been born two hundred years before, you would have had about one chance in eight of living to be one year old.  
 If you had been born two hundred years **ago**, you would have had about one chance in eight of living to be one year old.
2. People who lived a century before probably enjoyed eating as much as we do today.  
 People who lived a century **ago** probably enjoyed eating as much as we do today.
3. She had been on the defensive **ago** but now she attacked.  
 She had been on the defensive **before** but now she attacked.

### Rule - 15

i) **Sometime** is used for an unknown point of time, whereas **sometimes** is used to show the frequency (e.g. more than one time).

I shall share all the details **sometimes**. (Incorrect)

I shall share all the details **sometime**. (Correct)

ii) **Hard**, as an adverb, means **with a great deal of effort** and comes after the verb. On the other hand, **hardly**, as an adverb, means **almost not** and comes before the verb.

- If you study **hardly**, you will be able to speak English well. (Incorrect)  
 If you study **hard**, you will be able to speak English well. (Correct)
- Jenny has the flu, so she **hard** ate anything. (Incorrect)  
 Jenny has the flu, so she **hardly** ate anything. (Correct)

## ADVERB

## UNIT -9

### TEXTUAL SUPPORT

1. Auden was educated at ...
2. There was so much wa ...
3. He sometime took his ...
4. He **sometimes** took h ...
5. I could hard believe ...
6. It was **hardly** belie ...
7. It would be **hardly** ...

### Rule - 16

We use **ago** with a p ...  
 I met that woman in ...  
 We can use **before**

Although we teac ...  
 perfect. When the ...  
 week we came ba

- It was heavil ...  
 It was heavil

### TEXTUAL SU

1. Music of so ...  
 Music of a
2. If he ever ...  
 If he ever
3. They hop ...  
 They hop
4. What sh ...  
 What sh
5. Most of ...  
 Most of

### Rule - 17

If the ad ...  
 sentence,

- Seld ...  
 Seld

Some c ...

no soo



## UNIT -9

### TEXTUAL SUPPORT

1. Auden was educated at Oxford and taught in England and Scotland for **sometimes**.  
Auden was educated at Oxford and taught in England and Scotland for **sometime**.
2. There was so much water that they **hardly** know what to do with it.  
There was so much water that they **hardly** know what to do with it.
3. He **sometimes** took his watch out and looked at it only when no one could see him do it.  
He **sometimes** took his watch out and looked at it only when no one could see him do it.
4. **Sometimes**, unconsciously, Abul repeated the same chapter twice in the same part of prayer.  
**Sometimes**, unconsciously, Abul repeated the same chapter twice in the same part of prayer.
5. I could **hardly** believe that three strenuous school terms had indeed rolled away.  
I could **hardly** believe that three strenuous school terms had indeed rolled away.
6. It was **hard** to believe that my father and mother had cleared this mountain slope.  
It was **hard** to believe that my father and mother had cleared this mountain slope.
7. It would be **hard** to think of a less appetizing drink than the greenish fluid.  
It would be **hard** to think of a less appetizing drink than the greenish fluid.

### ADVERB

#### Rule - 16

We use *ago* with a past tense and a time expression to count back from the present.  
I met that woman in Scotland three years ago. (NOT ... three years before/ before three years.)  
We can use *before* in the same way (with a past perfect tense) to count back from a past moment:

Although we teach that *ago* is a signal word for simple past, we sometimes use it with past perfect. When the action of the second sentence clearly takes place before the first one. As: Last week we came back from a class trip to New York. We had planned that trip half a year ago.

- It was heavily censored, but conveyed **any** news. (Incorrect)  
It was heavily censored, but conveyed **some** news. (Correct)

### TEXTUAL SUPPORT

1. Music of some kind could not be allowed in his house.  
Music of **any** kind could not be allowed in his house.
2. If he ever received any extra money, this bonus would usually be locked up in a tin box.  
If he ever received **some** extra money, this bonus would usually be locked up in a tin box.
3. They hoped it would rain very soon, to spring a new grass.  
They hoped it would rain very soon, to spring **some new** grass.
4. What shall we do if we meet some striker?  
What shall we do if we meet **any** striker?
5. Most of them do not find some serious interest in life.  
Most of them do not find **any** serious interest in life.

#### Rule - 17

If the adverbs of emphasis (*no sooner, hardly, seldom, etc.*) occur at the beginning of the sentence, we normally reverse (invert) the subject - verb word order.

- Seldom **he had** seen such a beautiful scenery. (Incorrect)  
Seldom **had he** seen such a beautiful scenery. (Correct)

Some other adverbs of emphasis are:

*no sooner, hardly, rarely, only, seldom, not once, never, again, etc.*



## UNIT -9

1. Nor the interests of the founder of the Umayyad regime were limited to the material welfare of his people.  
Nor **were** the interests of the founder of the Umayyad regime limited to the material welfare of his people.
2. Honor had been granted him, but only now love came.  
Honor had been granted him, but only now **came** love.
3. Never again I shall give myself up for a doctor.  
Never again **shall** I give myself up for a doctor.

### Rule - 18

When the third form of verb (past participle) is a part of a passive verb, we can use **much/very** but not **very** only. When **the third form of verb** is used as an adjective, we use **very**. This rule is also applicable to the words referring to mental states, feelings and reactions.

- He is **very** appreciated by his students. (Incorrect)  
He is **much** appreciated by his students. (Correct)

### Rule - 19

Beware of frequent spelling errors of **adverbs** (*quite, extremely, separately, truly, sincerely, completely, etc.*).

- It happened **quiet** accidentally. (Incorrect)  
It happened **quite** accidentally. (Correct)

- I am **truely** sorry for what happened. (Incorrect)  
I am **truly** sorry for what happened. (Correct)

### TEXTUAL SUPPORT

1. He had been roaming about for **quiet** a long time.  
He had been roaming about for **quite** a long time.
2. The marriage, however, was **extremly** happy.  
The marriage, however, was **extremely** happy.
3. Now **truely** she was furious. She had been on the defensive before.  
Now **truly** she was furious. She had been on the defensive before.
4. It was a service that gave him freedom to be supremely and **completly** himself.  
It was a service that gave him freedom to be supremely and **completely** himself.
5. Pasture suggested collecting the eggs laid by each moth **seperately**.  
Pasture suggested collecting the eggs laid by each moth **separately**.

### Rule - 20

Before a **that-clause** of result, we use **so + adjective/adverb** (NOT **very/too + adjective/adverb**). When a **that-clause** of result comes after a noun phrase, the noun phrase begins with **such** (NOT **very/so**) Also note the pattern **so + much/many**.

- He was **very** tired that he fell asleep in the chair. (Incorrect)  
He was **so** tired that he fell asleep in the chair. (Correct)
- I laughed **very** much that my sides began to ache. (Incorrect)  
I laughed **so** much that my sides began to ache. (Correct)

## UNIT -9

- I was having **very** good time  
I was having **such** a good time

- It was **so** an amazing story  
It was **such** an amazing story

- She had **too** many children  
She had **so** many children

### TEXTUAL SUPPORT

1. He tied up the woman's old creature instantly **ex**  
He tied up the woman's old creature instantly **so**
2. The ground was **so** sti  
The ground was **so** sti
3. The volte-face was themselves consenting  
The volte-face was themselves consenting

### Rule - 21

Before a **to-clause**, we

Unfortunately, I was v  
Unfortunately, I was t

### TEXTUAL SUPPO

1. He wore his gow  
He wore his gow
2. And suddenly, i  
to himself.  
And suddenly,  
to himself.
3. At times the sa  
At times the s
4. Sometimes, it  
Sometimes, i
5. Isn't it very h  
Isn't it **too** ho



## UNIT -9

### ADVERB

- I was having **very** good time that I stayed an extra day. (Incorrect)  
I was having **such** a good time that I stayed an extra day. (Correct)
- It was **so** an amazing story that nobody believed it. (Incorrect)  
It was **such** an amazing story that nobody believed it. (Correct)
- She had **too** many children that she didn't know what to do. (Incorrect)  
She had **so** many children that she didn't know what to do. (Correct)

#### TEXTUAL SUPPORT

- He tied up the woman's throat, and struck the swollen part with too much force that the poor old creature instantly expired.  
He tied up the woman's throat, and struck the swollen part with **so** much force that the poor old creature instantly expired.
- The ground was very stiff and hard that he made slow progress.  
The ground was **so** stiff and hard that he made slow progress.
- The volte-face was too complete that the authorities were taken unawares and found themselves consenting to the dangerous experiment.  
The volte-face was **so** complete that the authorities were taken unawares and found themselves consenting to the dangerous experiment.

#### Rule - 21

Before a **to-clause**, we use **too + adjective**: (NOT very/so)

- Unfortunately, I was **very** old **to** enter the competition. (Incorrect)  
Unfortunately, I was **too** old **to** enter the competition. (Correct)

#### TEXTUAL SUPPORT

- He wore his gown till it was almost very tattered to hold together.  
He wore his gown till it was almost **too** tattered to hold together.
- And suddenly, in a torrent of thoughts so pressing to be put into words, Chips made answer to himself.  
And suddenly, in a torrent of thoughts **too** pressing to be put into words, Chips made answer to himself.
- At times the sand became very soft to bear the weight of the heavy truck.  
At times the sand became **too** soft to bear the weight of the heavy truck.
- Sometimes, it all seemed so good to be true.  
Sometimes, it all seemed **too** good to be true.
- Isn't it very hot for you to do much walking?  
Isn't it **too** hot for you to do much walking?



# 10 UNIT

## PREPOSITION

In grammar, preposition is a non-inflecting function word which is used before a noun or a pronoun or a noun phrase, connecting it to another word, in an adverbial or adjectival sense. There are a few things about prepositions to check out:

- Commission of prepositions
- Omission of prepositions
- Overlapping of prepositions

### ERROR ANALYSIS OF PREPOSITIONS (CO2)

#### COMMISSION

Certain verbs never take any preposition with them. The **commission** of Preposition with such verbs will create a mistake.

#### Example:

- I always **obey to** my teachers.
- ✓ I always **obey** my teachers.
- He **emphasized over** every minute detail.
- ✓ He **emphasized** every minute detail.

#### OMISSION

Certain verbs always take some preposition with them. The **omission** of Preposition from such verbs will create a mistake.

#### Example:

- I need a house **to live**.
- ✓ I need a house **to live in**.
- I have many guests **to attend**.
- ✓ I have many guests **to attend to**.

#### OVERLAPPING

Certain verbs take some specific preposition with them. The **placement** of some other Preposition with such verbs will create a mistake.

#### Example:

- I met him **in** the way.
- ✓ I met him **on** the way.
- Mr. Chips didn't **agree to** the new pronunciation.
- ✓ Mr. Chips didn't **agree with** the new pronunciation.

## UNIT -10

### TEXTUAL SUPPORT

1. One evening **in** January a young man was walking **in** the morning.
2. Waking up **in** the morning, Chips, you live too much **in** the morning.
3. Chips, you live too much **in** the morning.
4. Sir John had said, **on** that day.
5. Sir John had said, **on** that day.
6. He died **in** the first week of the year.
7. One walked home from school **on** the first week.
8. One walked home from school **on** the first week.
9. China has resolutely stood **on** India.
10. China has resolutely stood **on** India.
11. I thought if I could walk **on** India.
12. I thought if I could walk **on** India.
13. A single famine swept **on** India.
14. A single famine swept **on** India.
15. I remember the great **on** India.
16. I remember the great **on** India.
17. To wake up **in** a Thursday.
18. To wake up **on** a Thursday.
19. And once, in a night **on** a Thursday.
20. And once, **on** a Thursday.
21. If people were small **on** a Thursday.
22. If people were small **on** a Thursday.

### PRAGMATICS OF

#### Rule: 1

Some verbs (listen to, long for, provide with)

- She was not **listen**.
- ✓ She was not **listen to**.

Pragmatics is the study of how language really means in particular contexts. It means something different from semantics.

### TEXTUAL SUPPORT

1. They were listening **to** the music.
2. They were **listen** the music.
3. The prosperity **of** the country.
4. The prosperity **of** the country.



## UNIT -10

### TEXTUAL SUPPORT

### PREPOSITION

1. One evening on January a young man turned to Charing Cross.  
One evening **in** January a young man turned to Charing Cross.
2. Waking up on the morning was a dismal experience on a Monday.  
Waking up **in** the morning was a dismal experience on a Monday.
3. Chips, you live too much with the past.  
Chips, you live too much **in** the past.
4. Sir John had said, in that morning in 1908, taking Chips by the arm.  
Sir John had said, **on** that morning in 1908, taking Chips by the arm.
5. He died on the first week of the following month.  
He died **in** the first week of the following month.
6. One walked home from school in a Friday afternoon with the tread of an escaped prisoner.  
One walked home from school **on** a Friday afternoon with the tread of an escaped prisoner.
7. China has resolutely stood by us in every crisis as on 1965 and 1971 during our wars with India.  
China has resolutely stood by us in every crisis as **in** 1965 and 1971 during our wars with India.
8. I thought if I could watch them in a Saturday I might understand them better.  
I thought if I could watch them **on** a Saturday I might understand them better.
9. A single famine swept North China at the last century.  
A single famine swept North China **in** the last century.
10. I remember the great bonfire we had at Mafeking night.  
I remember the great bonfire we had **on** Mafeking night.
11. To wake up in a Thursday morning gave a pleasant feeling to the writer.  
To wake up **on** a Thursday morning gave a pleasant feeling to the writer.
12. And once, in a night of full moonlight, the air-raid warning was given.  
And once, **on** a night of full moonlight, the air-raid warning was given.
13. If people were smarter they wouldn't be out in a night like this.  
If people were smarter they wouldn't be out **on** a night like this.

### PRAGMATICS OF PREPOSITIONS

#### Rule: 1

Some verbs (*listen to, depend on/upon, knock at/on, laugh at, suffer from, agree to/with/on, long for, provide with/for, etc.*) are prepositional verbs and always take some preposition.

- She was not **listened** wherever she went. (**Incorrect**)
- ✓ She was not **listened to** wherever she went. (**Correct**)

Pragmatics is the study of the way in which language is used to express what somebody really means in particular situation, especially when the actual words used may appear to mean something different.

### TEXTUAL SUPPORT

1. They were listening to silence though the music was foreign.  
They were **listening in** silence though the music was foreign.
2. The prosperity of the people depends at the virtues of the ruler.  
The prosperity of the people depends **on/upon** the virtues of the ruler.



## UNIT -10

### TEXTUAL SUPPORT

1. One evening **in** January a young man turned to Charing Cross.  
Waking up **in** the morning was a dismal experience on a Monday.
2. Waking up **in** the morning was a dismal experience on a Monday.  
Chips, you live too much with the past.
3. Chips, you live too much **in** the past.  
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4. Sir John had said, **on** that morning in 1908, taking Chips by the arm.  
He died **on** the first week of the following month.
5. He died **in** the first week of the following month.  
One walked home from school **in** a Friday afternoon with the tread of an escaped prisoner.
6. One walked home from school **on** a Friday afternoon with the tread of an escaped prisoner.  
China has resolutely stood by us in every crisis as **on** 1965 and 1971 during our wars with India.
7. India.  
China has resolutely stood by us in every crisis as **in** 1965 and 1971 during our wars with India.
8. I thought if I could watch them **in** a Saturday I might understand them better.  
I thought if I could watch them **on** a Saturday I might understand them better.
9. A single famine swept North China **at** the last century.  
A single famine swept North China **in** the last century.
10. I remember the great bonfire we had at Mafeking night.  
I remember the great bonfire we had **on** Mafeking night.
11. To wake up **in** a Thursday morning gave a pleasant feeling to the writer.  
To wake up **on** a Thursday morning gave a pleasant feeling to the writer.
12. And once, **in** a night of full moonlight, the air-raid warning was given.  
And once, **on** a night of full moonlight, the air-raid warning was given.
13. If people were smarter they wouldn't be out **in** a night like this.  
If people were smarter they wouldn't be out **on** a night like this.

### PREPOSITION

### PRAGMATICS OF PREPOSITIONS

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- ✓ She was not **listened to** wherever she went. (**Correct**)

Pragmatics is the study of the way in which language is used to express what somebody really means in particular situation, especially when the actual words used may appear to mean something different.

### TEXTUAL SUPPORT

1. They were listening to silence though the music was foreign.  
They were **listening in** silence though the music was foreign.
2. The prosperity of the people depends at the virtues of the ruler.  
The prosperity of the people depends **on/upon** the virtues of the ruler.



## UNIT -10

### PREPOSITION

3. The First Man walks to the door where the Girl has gone and knocks to it.  
The First Man walks to the door where the Girl has gone and **knocks on/at** it.
4. Fleming was suffering catarrh, and began to examine his own nasal secretions.  
Fleming was **suffering from** catarrh, and began to examine his own nasal secretions.
5. I longed desperately of a tricycle.  
I longed desperately **for** a tricycle.
6. We have learned how to provide ourselves a variety of foods throughout the year.  
We have learned how to provide **ourselves with** a variety of foods throughout the year.

#### Rule: 2

When we walk, we say **on foot** not **by foot**:

- It takes me just 20 minutes to get to work **by foot**. (Incorrect)
- ✓ It takes me just 20 minutes to get to work **on foot**. (Correct)

#### TEXTUAL SUPPORT

1. He could not ride it (the camel) for some time, but had to follow it by foot.  
He could not ride it (the camel) for some time, but had to follow it **on foot**.

#### Rule: 3

We use **by** not **with** to talk about measurements, and increases and decreases in amounts:

- We only sell it **with** the metre. (Incorrect)
- ✓ We only sell it **by** the metre. (Correct)
- It was common practice in many cities to bring water **with** the bucketful for household use. (Incorrect)
- ✓ It was common practice in many cities to bring water **by** the bucketful for household use. (Correct)
- The price of fuel has increased **to** 12% this year. (Incorrect)
- ✓ The price of fuel has increased **by** 12% this year. (Correct)

#### TEXTUAL SUPPORT

But to see boys with the dozen undergoing transfusion of blood is a heartrending spectacle.  
But to see **boys by** the dozen undergoing transfusion of blood is a heartrending spectacle.

#### Rule: 4

The difference between **upward** and **up** is that **upward** is in a direction from lower to higher; whereas, **up** is away from the centre of the earth or the centre of other points.

- Sometimes the journey is a **up** climb; sometimes it runs steadily on. (Incorrect)
- ✓ Sometimes the journey is a **upward** climb; sometimes it runs steadily on. (Correct)

#### Rule: 5

We use **as** not **like** with a noun to refer to the role or purpose of a person or thing:

- The quack presented himself **like** a great doctor. (Incorrect)
- ✓ The quack presented himself **as** a great doctor. (Correct)

**Note:** We do not use **as + noun** to mean 'similar to'. We use **like + noun**:

## UNIT -10

### TEXTUAL SUPPORT

1. Ralston was trying to  
Ralston was trying to
2. The number of people  
The number of people
3. The camel-man fell  
The camel-man fell
4. Fleming was to take  
Fleming was to take

#### Rule: 6

**As** is also used as a

- Instead of taking
- ✓ Instead of taking

### TEXTUAL SUPPORT

1. He couldn't even  
He couldn't even
2. A British Officer  
A British Officer
3. Only twice did  
steep bluff.  
Only twice did  
steep bluff.

#### Rule: 7

**During** and **while**  
**during + a noun**

- We men and
- ✓ We men and

### TEXTUAL SUPPORT

1. So you see
- ✓ So you see

#### Rule: 8

Use **made of**

- book cover

Use **made from**

- plastic

Use **made**

- a teddy bear

Use **made**

- The doctor

Use **made**

- Use



## UNIT -10

### TEXTUAL SUPPORT

1. Ralston was trying to run Brookfield **as** a factory.  
Ralston was trying to run Brookfield **like** a factory.
2. The number of people in the world is rapidly increasing rather **as** a gigantic snowball.  
The number of people in the world is rapidly increasing rather **like** a gigantic snowball.
3. The camel-man felled him to the earth **as** a log.  
The camel-man felled him to the earth **like** a log.
4. Fleming was to take a job **like** a clerk in a shipping firm.  
Fleming was to take a job **as** a clerk in a shipping firm.

#### Rule: 6

**As** is also used as a conjunction, whereas the use of **like** as a conjunction is informal.

- Instead of taking off full blast **like** he had hoped, the boy fell on his back. (Incorrect)
- ✓ Instead of taking off full blast **as** he had hoped, the boy fell on his back. (Correct)

### TEXTUAL SUPPORT

1. He couldn't even say that **like** he turned at the foot of the barren stoop.  
He couldn't even say that **as** he turned at the foot of the barren stoop.
2. A British Officer took the old gentleman's umbrella **like** he entered the vehicle.  
A British Officer took the old gentleman's umbrella **as** he entered the vehicle.
3. Only twice did my father stop to wipe the sweat from his eyes **like** he climbed the second steep bluff.  
Only twice did my father stop to wipe the sweat from his eyes **as** he climbed the second steep bluff.

#### Rule: 7

**During** and **while** express a period in which an event, activity or situation took place. We use **during + a noun or phrase** and **while + subject + verb**:

- We men and women have been working **in** the last six weeks. (Incorrect)
- ✓ We men and women have been working **during** the last six weeks. (Correct)

### TEXTUAL SUPPORT

1. So you sit down **during** I fix up something to eat.  
✓ So you sit down **while** I fix up something to eat.

#### Rule: 8

Use **made of** to specify the material:

- book covers **made of** flexible plastic

Use **made from** where the material has gone through manufacturing stages:

- plastic **made from** oil.

Use **made out of** where reconstruction has taken place:

- a teddy bear **made out of** an old dressing gown.

Use **made with** to talk about the ingredients of food and drink:

- The dish **made with** mutton, black pepper, and herbs.
- Use made in



## UNIT -10

### Rule: 9

To say how long a situation has continued till the present moment, you use **Present Perfect** or **Present Perfect Continuous** with **for**:

- I have worked at this hospital **for** a long time.
- I have been teaching English **for** 20 years.
- With the **Present Perfect**, you can use from like since.
- People have made tools **from** earliest times.

### Rule: 10

Preposition of place "at" is usually used to show a place which is a part of some bigger place.  
I saw him **at** a station in Lahore.

### Rule: 11

**Occupied with & occupied by**

- The house was occupied **by** them.
- He was occupied **with** his phone.

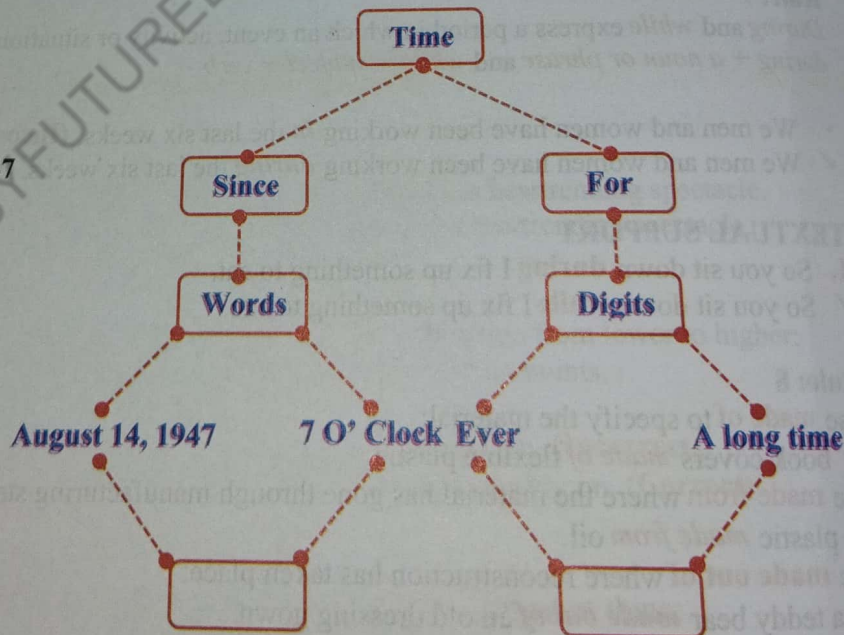
**Succeed in & succeed by**

- He **succeeded in** getting a job.
- He **succeeded to** the throne.

### Rule: 12

**Since** refers to a point in time while **for** refers to periods of time.

- Since Morning
- For 2 hours
- Since August 14, 1947
- Since 7 O' Clock
- For ever
- For a long time



## UNIT -10

### TEXTUAL SUPPORT

1. He had been keen on...
2. He had been keen on...
3. I've been there **from**...
4. I've been there **since**...
5. Half a million years ago...
6. Half a million years ago...
7. Half a million years ago...
8. Half a million years ago...
9. Half a million years ago...
10. Half a million years ago...
11. Half a million years ago...
12. Half a million years ago...
13. Half a million years ago...
14. Half a million years ago...
15. Half a million years ago...
16. Half a million years ago...
17. Half a million years ago...
18. Half a million years ago...
19. Half a million years ago...
20. Half a million years ago...

### General Introduction

"Prepositions are the London. Whatever you plan f

### PICTORIAL DIS

to

into



## UNIT - 10

### TEXTUAL SUPPORT

1. He had been keen on them ever **for** the first thrills of Sherlock.  
He had been keen on them ever **since** the first thrills of Sherlock.
2. I've been there **from** the beginning of term with measles.  
I've been there **since** the beginning of term with measles.
3. Half a million years ago the population of the world was very small but **from** then it has gradually increased.  
Half a million years ago the population of the world was very small but **since** then it has gradually increased.
4. They have walked and climbed **since** a week.  
They have walked and climbed **for** a week.
5. And it had been like that, with other incidents, **since** centuries.  
And it had been like that, with other incidents, **for** centuries.

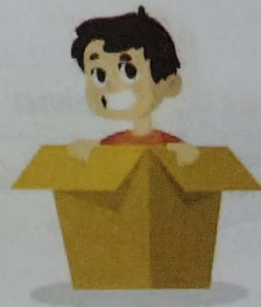
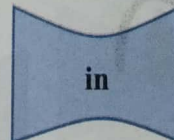
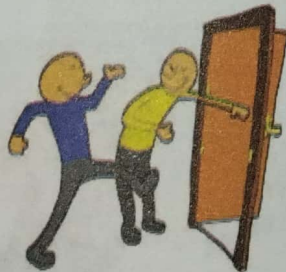
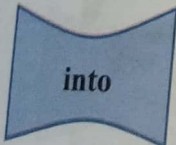
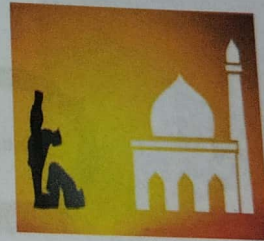
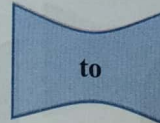
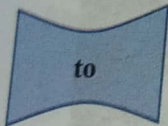
### PREPOSITION

#### General Introduction

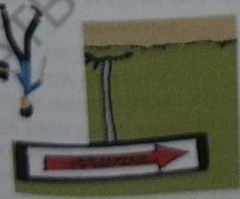
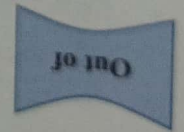
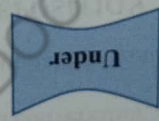
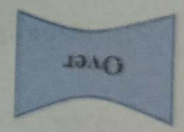
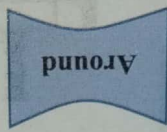
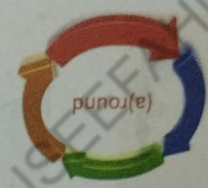
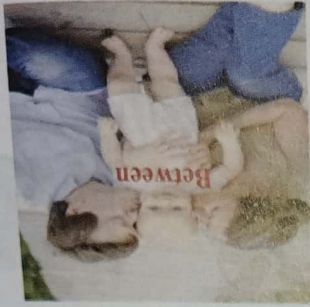
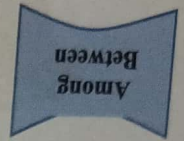
"Prepositions are the spice of good conversation and correct idiomatic writing," says John O' London.  
Whatever you plan for your educational life, your prepositions have to be good.

#### PICTORIAL DISPLAY OF PREPOSITION

(slightly adapted)







PREPOSITION

UNIT -10



## UNIT -10

## PREPOSITION

Among



On the chair



In the chair



Into the chair



Onto the chair



at the table



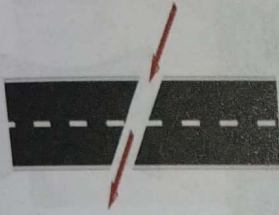
Behind/  
in front of



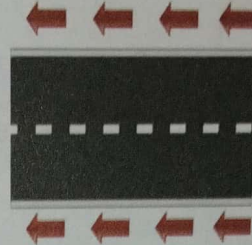
Beside







Across



Along



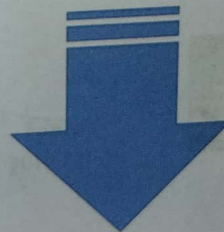
Through



Above



Down  
(ward/s)



Up  
(ward/s)



Off The  
Ladder



Beside

PREPOSITION

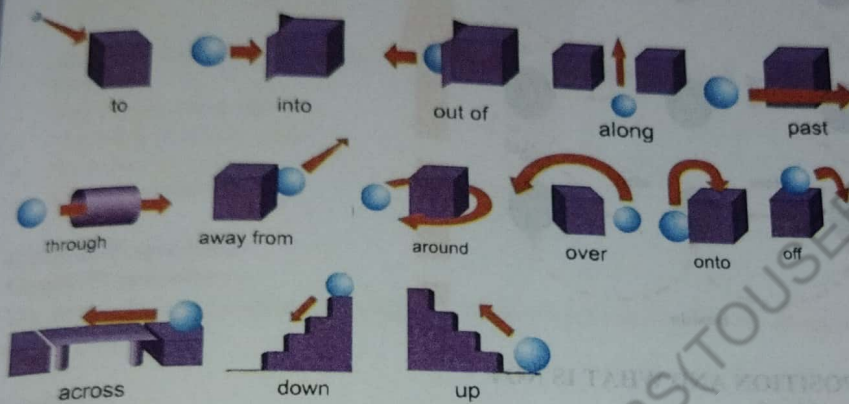
UNIT -10



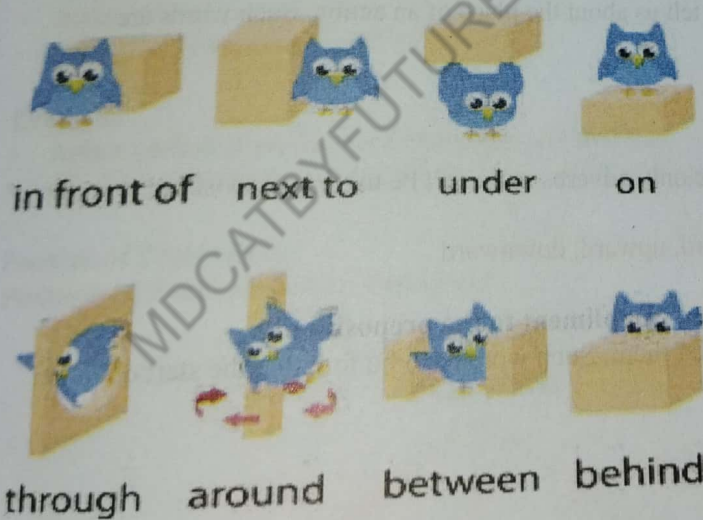
## UNIT -10

## PREPOSITION

### Preposition of Movement



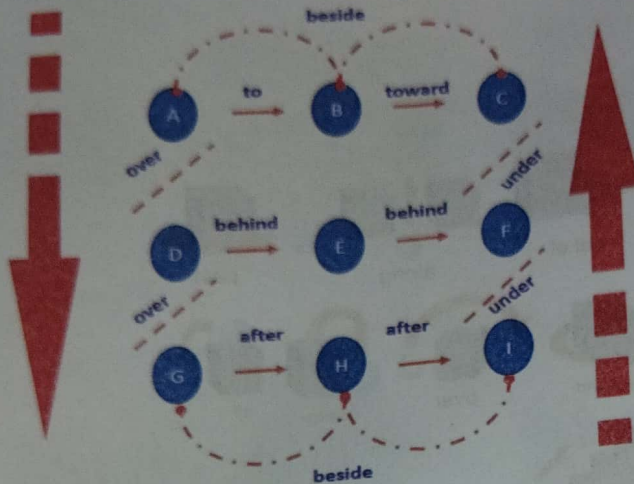
### Preposition of Place





## UNIT -10

## PREPOSITION



### WHAT IS PREPOSITION AND WHAT IS NOT

What is not Preposition?  
(Adverb vs Preposition)

First impression is not the last impression.  
Once a preposition is not always a preposition.  
It may be an adverb.

- She opened the door and went in.
- "in, out, up, down, etc." sometimes tell us about the place of an action. Such words are called **Adverb or Adverb particles**.

#### Example:

- She went up.
- She went down.
- There are certain words which are only adverbs and can't be used as preposition.
- These words are:  
away, back, out, backward, forward, upward, downward

### No complement to the preposition, no compliment to the preposition!

These words don't need any object after them. Such words can be found at the start or at the end of the sentence.

#### Example:

- Out the room ran Margaret to join them.  
Out ran Margaret to join them.
- He went back the door.  
He went back.
- Away the fires, there is this un-imaginable cold of hundreds of degrees of frost.  
Away from the fires, there is this un-imaginable cold of hundreds of degrees of frost.

## UNIT -10

What is Preposition?  
Definition:  
Prepositions are the v

- This relationship can be
- Temporary
- Physical

Some of these functions

- Example:
- The clouds are in
  - The book is on the
  - He is brother to me
  - She sat beside the

### Kinds of Preposition

#### Simple Preposition

The prepositions of simple preposition

#### Examples:

- A tyrant does
- He knew not

### Complex Preposition

The preposition

- along with,
- in the light
- owing to, b

#### Examples:

- Arthur pu
- this disea

### Position of

#### Positions o



## UNIT -10

### What is Preposition?

#### Definition:

- Prepositions are the words that are used to show a relation or position.

This relationship can be:

- Temporary Permanent
- Physical Abstract

- Some of these function words may convey some meanings as well.

Example:

- The clouds are in the sky.
- The book is on the table.
- He is brother to me.
- She sat beside the door.

### Kinds of Preposition

#### Simple Preposition

The prepositions consisting of only one word such as **at, in, for, to, about, etc.** are called simple preposition.

#### Examples:

- A tyrant does not remain **in** the world.
- He knew not **about** the safety of the boat.

#### Complex Preposition

The prepositions, consisting of more than one word, are called complex preposition.

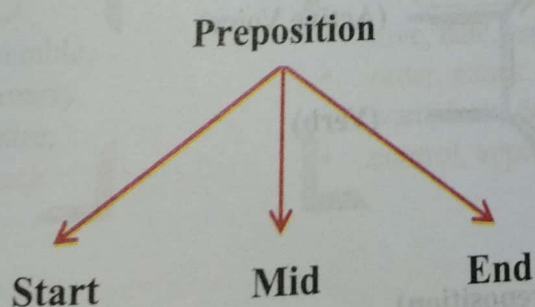
- along with, away from, up to**
- in the light of, as a result of**
- owing to, by means of, in front of**

#### Examples:

- Arthur pushed from the platform **in front of** the train.
- this disease could be cured only **by means of** bile of a person

### Position of Preposition

Positions of Preposition in a Sentence:





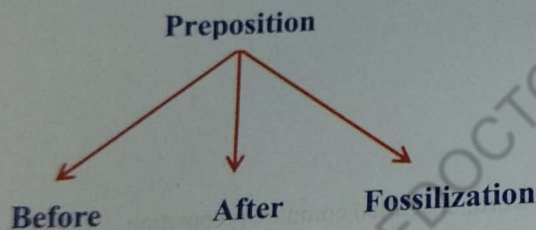
## UNIT -10

## PREPOSITION

- Prepositions can be used in three Positions.
  - Start
  - Mid
  - End
- From where are you coming?
- This is the organization **with** which I am associated.
- This is the pen to write **with**.

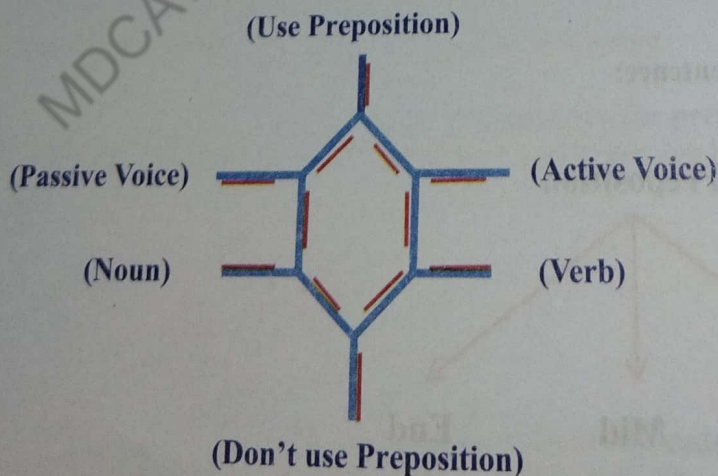
### Positions of Preposition:

- Preposition is a word that must be used with its complement (noun/Pronoun). No complement to the preposition; no complement for the preposition.
- Prepositions can be used in three Positions.
  - Before object
  - After Object
  - Fossilization



- We are listening to **the music**.
- I saw him **three days** ago.
- I came across **a boy**.

### TO USE OR NOT TO USE A PREPOSITION



## UNIT -10

**Active & Passive Voice**  
In **Active Voice**, certain verbs  
However, the same verbs

Examples:

- Mehwish **married** her
- Mehwish **was married**
- Our brain **comprises**
- Our brain **is comprised**
- Artists and writers
- Artists and writers

### TEXTUAL SUPPORT

- One of his sisters
- One of his sisters
- Pasteur was **married**
- Pasteur was **married**
- A son of a farm
- A son of a farm
- National machi
- National machi
- The chorus wa
- The chorus wa
- The human br
- The human br

### 2. WORD CLA

Some words tak  
However, the s

These words in

- love, ha
- order, a
- want, l
- contro



## UNIT -10

### 1. Active & Passive Voice

In **Active Voice**, certain verbs are not followed by any Prepositions.  
However, the same verbs are followed by a preposition in **Passive Voice**.

Examples:

- Mehwish **married** her boss. (active voice)
- Mehwish was **married to** boss. (passive voice)
- Our brain **comprises** two hemispheres. (active voice)
- ✓ Our brain is **comprised of** two hemispheres. (passive voice)
- Artists and writers **possess** similar qualities. (active voice)
- ✓ Artists and writers are **possessed of** similar qualities. (passive voice)

### TEXTUAL SUPPORT

1. One of his sisters **married to** a Darvel doctor, and another a veterinary surgeon.  
One of his sisters **married** a Darvel doctor, and another a veterinary surgeon.
2. Pasteur was **married** the daughter of the Rector of the Strasburg Academy.  
Pasteur was **married to** the daughter of the Rector of the Strasburg Academy.
3. A son of a farmer was discovered to possess with the qualities mentioned by the doctors.  
A son of a farmer was discovered to **possess the** qualities mentioned by the doctors.
4. National machines and equipment possess by a number of foreign features.  
National machines and equipment **possess a** number of foreign features.
5. The chorus was comprised an excellent example of a hexameter.  
The chorus was **comprised of** an excellent example of a hexameter.
6. The human brain comprises of two hemispheres.  
The human brain **comprises two** hemispheres.

### 2. WORD CLASS

Some words take **no preposition**, when used as **verbs**.  
However, the same words take **a preposition**, when used as Nouns.

These words include:

#### VERB

- love, hate, resemble,
- **order, attack, marry,**
- want, lack, desire,
- **control, approach**

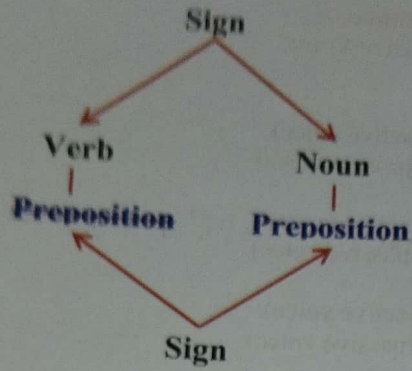
#### NOUN

- love, hate, resemble,
- **order, attack, marry,**
- want, lack, desire,
- **control, approach**

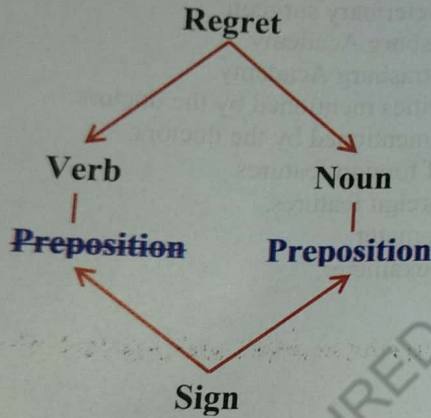


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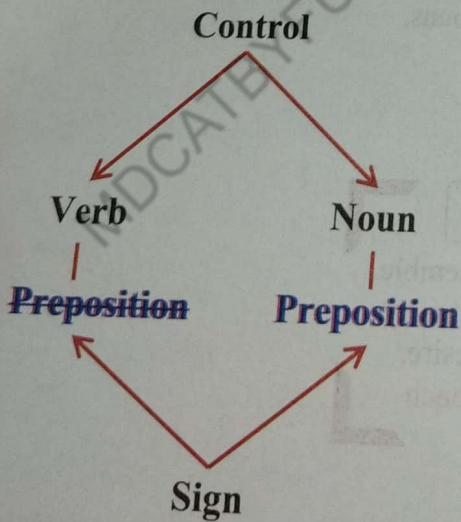
Examples:



- He will **sign** the paper. (verb)  
There was no **sign** on the paper. (noun)



- Did he **regret** his words? (verb)  
He expressed his **regret** at her death. (noun)



- She can **control** the class. (verb)  
She has no **control** over her class. (noun)

## PREPOSITION

## UNIT -10

### TEXTUAL SUPPLEMENT

1. The Gulistan
2. Nobody could
3. It was a pleas
4. The attack f
5. On hearing
6. The most d
7. The Ottom
8. There was
9. Pasture e
10. But I do
11. She beli
12. A long
13. Supers
14. One o

### 3. Object

Some w

Howeve

**Object**

These v



## UNIT -10

### TEXTUAL SUPPORT

### PREPOSITION

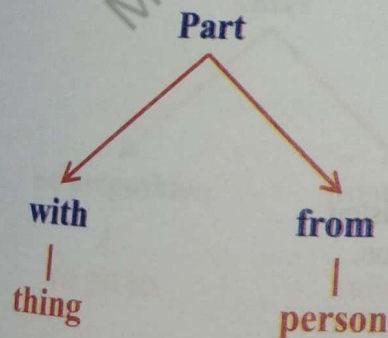
1. The Gulistan translated into Latin and English, became love **by** the people.  
The Gulistan translated into Latin and English, became love **for** the people.
2. Nobody could ever count my love **with** you.  
Nobody could ever count my love **for** you.
3. It was a pleasure to attack on her.  
It was a pleasure to **attack** her.
4. The attack **for** locusts is a natural calamity.  
The attack **of** locusts is a natural calamity.
5. On hearing these words he could not control **on** his tears.  
On hearing these words he could not control **his** tears.
6. The most difficult thing to achieve is a **desire** **into** individuals to limit the size of the family.
7. The Ottoman capital itself was to be an international centre under the **control** **by** Britain.  
The Ottoman capital itself was to be an international centre under the **control** **of** Britain.
8. There was much cheering and singing, and a bread **fight** the Dining Hall.  
There was much cheering and singing, and a bread **fight** **across** the Dining Hall.
9. Pasture entered the competition.  
Pasture **entered** **for** the competition.
10. But I do believe in that you are the biggest fool of the lot!  
But I do **believe** **that** you are the biggest fool of the lot!
11. She believed in that women ought to be admitted to the universities.  
She **believed** **that** women ought to be admitted to the universities.
12. A long line of decorated cars entered into Izmir on the 9<sup>th</sup> of September, 1922.  
A long line of decorated cars **entered** **Izmir** on the 9<sup>th</sup> of September, 1922.
13. Superstitious people believe signs of good or bad luck.  
Superstitious people **believe** **in** signs of good or bad luck.
14. One of the animals entered into a melon-field.  
One of the animals **entered** **a** melon-field.

### 3. Object Thing & Person

Some words take different **prepositions** when used before **something**.  
However, the same words take a different **preposition** when used before **some person**.

#### Object

These words include:



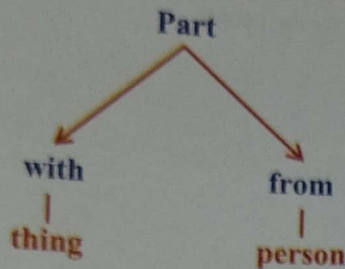
#### WORDS

- provide, accompany,
- familiar, part, agree,
- disagree, displeased,
- annoyed, angry

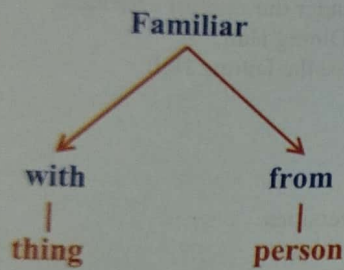


## UNIT -10

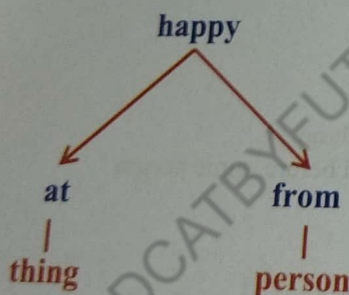
Examples:



- A miser cannot **part with** his money. (thing)
- She cannot **part from** her parents. (person)



- He is not **familiar with** the technology. (thing)
- Are you **familiar to** the natives? (person)



- He was **happy at** the result. (thing)
- He was **happy with** his employee. (person)

### TEXTUAL SUPPORT

- Chips could find it in his heart to feel a little sorry about Ralston.  
Chips could find it in his heart to feel a little sorry **for** Ralston.
- Be good **for** me, because I sold it for you.  
Be good **to** me, because I sold it for you.
- What is good **at** camels is not good for poor old men and women.  
What is good **for** camels is not good for poor old men and women.

## PREPOSITION

## UNIT -10

- All the while he
- All the while he
- Their car had b
- You got your i
- You got your i
- I admit that I d
- I admit that I d
- A truck full w
- A truck full o
- The door stru
- The door stru
- Your languag
- Your languag

4. Semantics (m)  
Some verbs **with**  
However, the sa

Semantics  
These words i

**with**  
|  
**thing**

Examples:

no prep

to go

• He en  
He en

KETS - P



## UNIT -10

## PREPOSITION

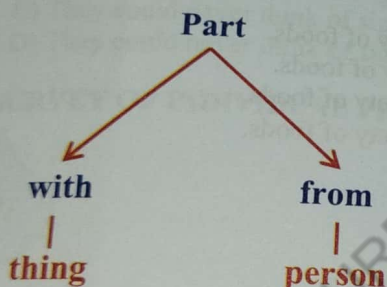
4. All the while he stuck on his one idea.  
All the while he stuck **to** his one idea.
5. Their car had become stuck at a sand dune.  
Their car had become stuck **in** a sand dune.
6. You got your ideas well stuck into those days.  
You got your ideas well stuck **in** those days.
7. I admit that I don't agree to the new pronunciation.  
I admit that I don't agree **with** the new pronunciation.
8. A truck full with bricks came from behind like a gust of wind.  
A truck full **of** bricks came from behind like a gust of wind.
9. The door struck me full at the face.  
The door struck me **full in** the face.
10. Your language is still not familiar with me.  
Your language is still not familiar **to** me.

### 4. Semantics (meanings)

Some verbs **without** a preposition convey one meaning.  
However, the same verbs **with** a preposition convey the other meaning.

#### Semantics

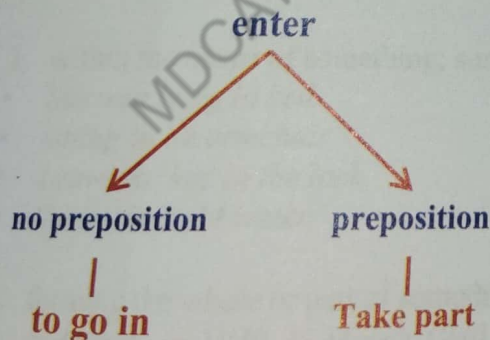
These words include:



#### WORDS

- entered the room /house/ hall
- entered into an agreement
- entered for the competition
- escaped death/murder/fine
- escaped from the jail/field/prison
- search the bag
- search for the lost child

#### Examples:

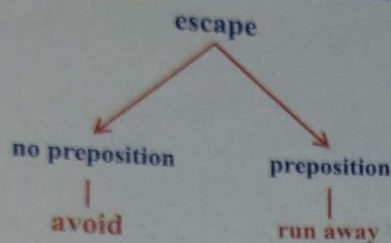


- He **entered** the room /house/ hall, etc. (to go in)
- He **entered for** the competition. (take part)



## UNIT -10

## PREPOSITION



- They **escaped** death/murder/fine, etc. (avoid)
- They **escaped from** the jail/field/prison, etc. (run away)

### TEXTUAL SUPPORT

1. Their living power **consisted of** their being able to reproduce themselves.  
Their living power **consisted in** their being able to reproduce themselves.
2. Most of the area had for countless years **consisted in** immense stretches of barren sand.  
Most of the area had for countless years **consisted of** immense stretches of barren sand.
3. The only building is a bordj, which is a simple mud structure **consisting of** a roof and four walls.  
The only building is a bordj, which is a simple mud structure **consisting in** a roof and four walls.
4. A) We have learned how to provide ourselves **for** a variety of foods.  
B) We have learned how to provide ourselves **by** a variety of foods.  
C) We have learned how to provide ourselves **from** a variety of foods.  
D) We have learned how to provide ourselves **with** a variety of foods.
5. A) One of his sisters **married a** veterinary surgeon.  
B) One of his sisters **married to** a veterinary surgeon.  
C) One of his sisters **married with** a veterinary surgeon.  
D) One of his sisters **married by** a veterinary surgeon.
6. A) In North Africa he barely **escaped from** assassination.  
B) In North Africa he barely **escaped** assassination.  
C) In North Africa he barely **escaped by** assassination.  
D) In North Africa he barely **escaped of** assassination.
7. A) Chips had been keen **with** detective stories.  
B) Chips had been keen **in** detective stories.  
C) Chips had been keen **on** detective stories.  
D) Chips had been keen **at** detective stories.
8. A) Katherine was popular **with** boys and masters.  
B) Katherine was popular **between** boys and masters.  
C) Katherine was popular **by** boys and masters.  
D) Katherine was popular **to** boys and masters.

## UNIT -10

9. A) Pasteur **entered the**  
B) Pasteur **entered into**  
C) Pasteur **entered in**  
D) Pasteur **entered for**

10. A) His agents **ransack**  
B) His agents **ransack**  
C) His agents **ransack**  
D) His agents **ransack**

11. A) The goods **the**  
B) The goods **the**  
C) The goods **the**  
D) The goods **the**

12. A) Fleming **lack**  
B) Fleming **lack**  
C) Fleming **lack**  
D) Fleming **lack**

13. A) They **could**  
B) They **could**  
C) They **could**  
D) They **could**

### 4. SURVEY OF



1. at a point  
• a country  
• The kids  
• It's **in** the  
• I read a

2. within  
• She was  
• sitting  
• Leave  
• Soak

3. form  
• **in** M  
• The  
• all  
• I r



UNIT -10

PREPOSITION

9. A) Pasteur **entered** the competition and settled the matter.  
 B) Pasteur entered **into** the competition and settled the matter.  
 C) Pasteur entered **in** the competition and settled the matter.  
 D) Pasteur entered **for** the competition and settled the matter.
10. A) His agents ransacked the bookshops with a view **to** buying manuscripts.  
 B) His agents ransacked the bookshops with a view **of** buying manuscripts.  
 C) His agents ransacked the bookshops with a view **from** buying manuscripts.  
 D) His agents ransacked the bookshops with a view **by** buying manuscripts.
11. A) The goods the country exports are subject **under** price fluctuations.  
 B) The goods the country exports are subject **of** price fluctuations.  
 C) The goods the country exports are subject **to** price fluctuations.  
 D) The goods the country exports are subject **for** price fluctuations.
12. A) Fleming lacked the training and the equipment needed **for** the job.  
 B) Fleming lacked **in** the training and the equipment needed for the job.  
 C) Fleming lacked **of** the training and the equipment needed for the job.  
 D) Fleming lacked **with** the training and the equipment needed for the job.
13. A) They could never think of signing a treaty **based on** such terms.  
 B) They could never think of signing **on** a treaty based on such terms.  
 C) They could never think of signing **at** a treaty based on such terms.  
 D) They could never think of signing **over** a treaty based on such terms.

4. SURVEY OF INDIVIDUAL PREPOSITIONS



1. at a point within an area or a space
  - a country **in** Africa
  - The kids were playing **in** the street.
  - It's **in** that drawer.
  - I read about it **in** the paper.
2. within the shape of something; surrounded by something
  - She was lying **in** bed.
  - sitting **in** an armchair
  - Leave the key **in** the lock.
  - Soak it **in** cold water.
3. forming the whole or part of something / somebody; contained within something / somebody
  - **in** March, **in** 1940, **in** March 1940
  - There are 31 days **in** May.
  - all the paintings **in** the collection
  - I recognize his father **in** him (= his character is similar to his father's).



## UNIT -10

### PREPOSITION

4. during a period of time
  - **in** 2021
  - **in** the 18th century
  - **in** spring/summer/autumn/winter
  - **in** the fall
  - **in** March
  - **in** the morning/afternoon/evening
5. I'm getting forgetful **in** my old age.  
after a particular length of time
  - to return **in** a few minutes/hours/ days/months.
  - It will be ready **in** a week's time (= one week from now).
  - She learnt to drive **in** three weeks (= after three weeks she could drive).
6. wearing something
  - dressed **in** their best clothes
  - the man **in** the hat
  - to be **in** uniform
  - She was all **in** black.
7. used to describe something that is all around you
  - We went out **in** the rain.
  - He was sitting alone **in** the darkness.
8. used to show the language, material, etc. used
  - Say it **in** English.
  - She wrote **in** pencil.
  - Put it **in** writing.
  - I paid **in** cash.
  - He spoke **in** a loud voice.
9. used to show a state or condition
  - I'm **in** love!
  - The house is **in** good repair.
  - I must put my affairs **in** order.
  - a man **in** his thirties
  - The daffodils were **in** full bloom.
10. used to show somebody's job or profession
  - He is **in** the army.
  - She's **in** computers.
  - **in** business
11. used to show the form, shape, arrangement or quantity of something
  - a novel **in** three parts
  - Roll it up **in** a ball.
  - They sat **in** rows.
  - People flocked **in** their thousands to see her.

## UNIT -10

- used to show the quality of something
- She was not lacking **in** courage.
- a country rich **in** minerals
- three metres **in** length
- while doing something; w
- **in** attempting to save the
- **in** all the commotion I fo
- used to introduce the nat
- We're losing a first-rate

### TEXTUAL SUPPORT

1. He became Deputy Pro
2. He became Deputy Pro
3. Practically every fami
4. Practically every fami
5. of silkworms.
6. Arthur was on the livi
7. Arthur was **in** the livi
8. She put the package
9. She put the package
10. I could not consume
11. I could not consume
12. Norma joined Arthu
13. Norma joined Arthu
14. There was a small r
15. There was a small r

### INTO

1. used to show a ch
- The fruit can be n
- Translate it **into**
- They came **into** p
- She was sliding
2. to a position in c
- Come **into** the h
- She dived **into** t
- He threw the le



## UNIT -10

### PREPOSITION

12. used to show the quality or thing that a judgement is being made about
  - She was not lacking **in** courage.
  - a country rich **in** minerals
  - three metres **in** length
13. while doing something; while something is happening
  - **In** attempting to save the child from drowning, she nearly lost her own life.
  - **In** all the commotion I forgot to tell him the news.
14. used to introduce the name of a person who has a particular quality
  - We're losing a first-rate editor **in** Jen.

### TEXTUAL SUPPORT

1. He became Deputy Professor of Chemistry on the University of Strasburg.  
He became Deputy Professor of Chemistry **in** the University of Strasburg.
2. Practically every family set aside the best room at the house for the rearing and tending of silkworms.  
Practically every family set aside the best room **in** the house for the rearing and tending of silkworms.
3. Arthur was on the living room, reading.  
Arthur was **in** the living room, reading.
4. She put the package at a bottom cabinet.  
She put the package **in** a bottom cabinet.
5. I could not consume them leaf by leaf on my small study fire.  
I could not consume them leaf by leaf **in** my small study fire.
6. Norma joined Arthur on the elevator.  
Norma joined Arthur **in** the elevator.
7. There was a small man at the hallway.  
There was a small man **in** the hallway.

### INTO

1. used to show a change in state
  - The fruit can be made **into** jam.
  - Translate it **into** English?
  - They came **into** power in 2008.
  - She was sliding **into** depression.
2. to a position in or inside something
  - Come **into** the house.
  - She dived **into** the water.
  - He threw the letter **into** the fire.



## UNIT -10

## PREPOSITION

3. in the direction of something
  - Speak clearly **into** the microphone.
  - Driving **into** the sun, we had to shade our eyes.
4. to a point at which you hit somebody/something
  - The truck crashed **into** a parked car.
5. to a point during a period of time
  - She carried on working late **into** the night.
  - He didn't get married until he was well **into** his fifties.
6. about or in connection with something
  - an inquiry **into** safety procedures
7. used when you are dividing numbers
  - 3 **into** 24 is 8.

### TEXTUAL SUPPORT

1. The sergeant ordered the slave to be thrown in the water.  
The sergeant ordered the slave to be thrown **into** the water.
2. A wave of fragrance flowed in the house.  
A wave of fragrance flowed **into** the house.
3. One of his hands was slipped amidst a pocket of his overcoat.  
One of his hands was slipped **into** a pocket of his overcoat.
4. He walked onto the hall and pulled open the door.  
He walked **into** the hall and pulled open the door.
5. She struggled to her feet and walked in the kitchen numbly.  
She struggled to her feet and walked **into** the kitchen numbly.
6. The Ottoman troops were hurriedly withdrawn at barracks.  
The Ottoman troops were hurriedly withdrawn **into** barracks.
7. A few lazy bluffers drift to college and usually drift out again.  
A few lazy bluffers drift **into** college and usually drift out again.

### ON

1. in or into a position covering, touching or forming part of a surface
  - a picture **on** a wall
  - There's a mark **on** your skirt.
  - the diagram **on** page 5
  - Put it down **on** the table.
  - He had been hit **on** the head.
  - She climbed **on** to the bed.

## UNIT -10

2. supported by somebody
  - She was standing **on** a chair.
  - Try lying **on** your back.
  - Hang your coat **on** the wall.

3. used to show a means of transport
  - I came **on** my bike.
  - a woman **on** horseback
  - walk **on** foot

4. by means of something
  - She played a tune **on** the piano.
  - The information is **on** the radio.
  - We spoke **on** the phone.
  - The programme's **on** TV.

5. used to show a date or time
  - We meet **on** Sunday.
  - **on** Monday morning
  - **on** Eid Day
  - **on** the 14<sup>th</sup>
  - **on** 14<sup>th</sup> August
  - **on** 14<sup>th</sup> August

6. used to describe a state or condition
  - To be **on** business
  - The book is **on** fire.

7. used to show position or direction
  - **on** the left / right
  - He turned **on** the corner.

8. at or near a place
  - a town **on** the river
  - a house **on** the hill
  - We lived **on** the bank.

9. used to show ownership
  - a story **on** the wall
  - **On** their own

10. immediately
  - **On** arrival
  - Please **on** the spot
  - There **on** the spot



## UNIT -10

## PREPOSITION

2. supported by somebody/ something
  - She was standing **on** one foot.
  - Try lying **on** your back.
  - Hang your coat **on** that hook.
3. used to show a means of transport
  - I came **on** my bike.
  - a woman **on** horseback
  - walk **on** foot
4. by means of something; using something
  - She played a tune **on** her guitar.
  - The information is available **on** the internet.
  - We spoke **on** the phone.
  - The programme's **on** Channel 24.
5. used to show a day or date
  - We meet **on** Sunday.
  - **on** Monday morning
  - **on** Eid Day
  - **on** the 14<sup>th</sup>
  - **on** 14<sup>th</sup> August
  - **on** 14<sup>th</sup> August, 1947
6. used to describe an activity or a state
  - To be **on** business/holiday/vacation
  - The book is currently **on** loan.
7. used to show direction
  - **on** the left / right
  - He turned his back **on** us.
8. at or near a place
  - a town **on** the coast
  - a house **on** the Thames
  - We lived **on** an estate.
9. used to show the basis or reason for something
  - a story based **on** fact
  - **On** their advice, I applied for the job.
10. immediately after something
  - **On** arriving home, I discovered they had gone.
  - Please report to reception **on** arrival.
  - There was a letter waiting for him **on** his return.



## UNIT -10

### PREPOSITION

11. about something/somebody
  - a book **on** South Africa
  - He tested us **on** irregular verbs.
12. used to show that somebody belongs to a group or an organization
  - to be **on** the committee/ staff / jury / panel/menu/team
  - Whose side are you **on** (= which of two or more different views do you support)?
13. eating or drinking something; using a drug or a medicine regularly
  - He lived **on** a diet of junk food.
  - The doctor put me **on** antibiotics.
14. paid for by something
  - to live **on** a pension/a student grant
  - to be **on** a low wage
  - You can't feed a family **on** £50 a week.
  - Drinks are **on** me (= I am paying).
15. used when giving a phone number
  - You can get me **on** 03008014107.
  - She's **on** extension 174.
16. used with some nouns or adjectives to say who or what is affected by something
  - a ban **on** smoking
  - He's hard **on** his kids.
17. being carried by somebody; in the possession of somebody
  - Have you got any money **on** you?

### TEXTUAL SUPPORT

1. Mustafa Kamal's small ship staggered towards the landing stage at Samsun in the coast of Anatolia.  
Mustafa Kamal's small ship staggered towards the landing stage at Samsun **on** the coast of Anatolia.
2. This second star must have raised tides at the surface of the sun.  
This second star must have raised tides **on** the surface of the sun.
3. I used to lie waiting for that ominous tread at the uncarpeted attic stairs.  
I used to lie waiting for that ominous tread **on** the uncarpeted attic stairs.
4. I could not toast them above the gas-cooker.  
I could not toast them **on** the gas-cooker.
5. Sweat popped out in the boy's face.  
Sweat popped out **on** the boy's face.
6. A Spanish guitar was hanging at the wall.  
A Spanish guitar was hanging **on** the wall.
7. He stands looking at Harry's junk onto the shelves.  
He stands looking at Harry's junk **on** the shelves.

## UNIT -10

8. AT a long table, attract
9. **ON** a long table, attract
9. In Sundays in Chapel
10. **On** Sundays in Chapel
10. They had died on the s
11. Mustafa Kamal sailed
11. Mustafa Kamal sailed

### ONTO

1. used with verbs to
  - Move the books **on**
  - She stepped down
2. used to show that
  - The window look

### OF

1. belonging to so
  - the lid **of** the bo
  - the director **of**
  - a member **of** th
  - the result **of** th
2. belonging to
  - a friend **of** m
  - the love **of** a
  - the role **of** th
  - Can't you th
  - the painting
3. coming fro
  - a woman **o**
  - the people
4. relating to
  - a story **o**
  - a photo **o**
  - a map **o**



## UNIT - 10

## PREPOSITION

8. AT a long table, attractively displayed, were the latest hit songs.  
**ON** a long table, attractively displayed, were the latest hit songs.
9. In Sundays in Chapel it was he who now read out the tragic list.  
**On** Sundays in Chapel it was he who now read out the tragic list.
10. They had died on the same day, the mother and the child just born; in April 1, 1898.  
They had died on the same day, the mother and the child just born; **on** April 1, 1898.
11. Mustafa Kamal sailed at the 15<sup>th</sup> of May, 1919.  
Mustafa Kamal sailed **on** the 15<sup>th</sup> of May, 1919.

### ONTO

1. used with verbs to express movement on or to a particular place or position
  - Move the books **onto** the second shelf.
  - She stepped down from the train **onto** the platform.

2. used to show that something faces in a particular direction
  - The window looked out **onto** the terrace.

### OF

1. belonging to something; being part of something; relating to something
  - the lid **of** the box
  - the director **of** the company
  - a member **of** the team
  - the result **of** the debate

2. belonging to somebody; relating to somebody
  - a friend **of** mine
  - the love **of** a mother for her child
  - the role **of** the teacher
  - Can't you throw out that old bike **of** Tommy's?
  - the paintings **of** Monet

3. coming from a particular background or living in a place
  - a woman **of** Italian descent
  - the people **of** Caves

4. relating to or showing somebody / something
  - a story **of** passion
  - a photo **of** my dog
  - a map **of** Pakistan



## UNIT -10

## PREPOSITION

5. used to say what somebody / something is, consists of or contains
  - the city **of** Dublin
  - the issue **of** housing
  - a crowd **of** people
  - a glass **of** milk
6. used with measurements and expressions of time, age, etc.
  - 2 kilos **of** potatoes
  - an increase **of** 2 per cent
  - a girl **of** 12
  - the 14<sup>th</sup> **of** August
  - the year **of** his birth
7. used to show somebody/ something belongs to a group, often after *some, a few*, etc.
  - some **of** his friends
  - a few **of** the problems
  - the most famous **of** all the stars
8. used to show the position of something/somebody in space or time
  - just north **of** Detroit
  - at the time **of** the revolution
9. used after some verbs before mentioning somebody/something involved in the action
  - to deprive somebody **of** something
  - He was accused **of** theft.
10. used after some adjectives before mentioning somebody/something that a feeling relates to
  - to be proud **of** something
  - jealous **of** me
  - afraid **of** something
  - suspicious **of** the story
  - sick **of** travelling
11. used to give your opinion of somebody's behaviour
  - It was kind **of** you to offer.
12. used when one noun describes a second one
  - Where's that idiot **of** a boy (= the boy that you think is stupid)?

### TEXTUAL SUPPORT

1. He saw two huge, bodiless legs made from stone.  
He saw two huge, bodiless legs made **of** stone.
2. That's a very smart uniform but I prefer the once made from metal.  
That's a very smart uniform but I prefer the once made **of** metal.
3. We seem to be only puppets made from straw.  
We seem to be only puppets made **of** straw.

## UNIT -10

### OFF

1. not connected **off**
  - The water is **off**.
  - Make sure the **off**.
2. used to say that
  - He's had his **off**.
  - Take your **off**.
  - The label must **off**.
  - Don't leave the **off**.
3. away from
  - She's **off** today.
  - I've got three **off**.
  - How many **off**?
  - I need some **off**.
4. away from
  - I called him **off**.
  - He fell **off**.
  - Sarah's **off**.
  - **Off** you go.
5. taken from
  - shoes with **off**.
  - All shirts **off**.
6. no longer
  - The wedding **off**.

### TO

1. in the direction
  - I walked **to**.
  - It fell **to**.
  - It was **to**.
  - He's going **to**.
  - my first **to**.
  - He pointed **to**.



## UNIT -10

### PREPOSITION

#### OFF

1. not connected or functioning

- The water is **off**.
- Make sure the TV is **off**.

2. used to say that something has been removed or become separated

- He's had his beard shaved **off**.
- Take your coat **off**.
- The label must have fallen **off**.
- Don't leave the toothpaste with the top **off**.

3. away from work or duty

- She's **off** today.
- I've got three days **off** next week.
- How many days did you take **off**?
- I need some time **off**.

4. away from a place; at a distance in space or time

- I called him but he ran **off**.
- He fell **off** a ladder and broke his arm.
- Sarah's **off** in India somewhere.
- **Off** you go! Enjoy yourselves!

5. taken from the price

- shoes with \$20 **off**
- All shirts have/are 10 per cent **off**.

6. no longer going to happen; cancelled

- The wedding is **off**.

#### TO

1. in the direction of something; towards something

- I walked **to** the office.
- It fell **to** the ground.
- It was on the way **to** the station.
- He's going **to** Paris.
- my first visit **to** Africa
- He pointed **to** something on the opposite bank.



## UNIT -10

### PREPOSITION

2. as far as something
  - The meadows lead down **to** the river.
  - Her hair fell **to** her waist.
3. to the something (of something) located in the direction mentioned from something
  - Place the cursor **to** the left of the first word.
  - There are mountains **to** the north.
4. used to show the person or thing that receives something
  - He gave it **to** his sister.
  - I'll explain **to** you where everything goes.
  - I am deeply grateful **to** my parents.
  - Who did she address the letter **to**?
  - (formal) **To** whom did she address the letter?
5. used to show the end or limit of a range or period of time
  - a drop in profits from \$105 million **to** around \$75 million
  - I'd say he was 25 **to** 30 years old (= approximately 25 or 30 years old).
  - We only work from Monday **to** Friday.
  - I watched the programme from beginning **to** end.
6. before the start of something, or to tell time
  - How long is it **to** lunch?
  - It's five **to** ten (= five minutes before ten o'clock).
7. reaching a particular state
  - The vegetables were cooked **to** perfection.
  - He tore the letter **to** pieces.
  - She sang the baby **to** sleep.
  - The letter reduced her **to** tears (= made her cry).
  - His expression changed from amazement **to** joy.
8. used to show the person or thing that is affected by an action
  - She is devoted **to** her family.
  - What have you done **to** your hair?
9. used to show that two things are attached or connected
  - Attach this rope **to** the front of the car.
10. used to show a relationship between one person or thing and another
  - She's married **to** an Italian.
  - the Japanese ambassador **to** France
  - the key **to** the door
  - the solution **to** this problem

## UNIT -10

11. directed towards; in connection with
  - It was a threat **to** world peace.
  - She made a reference **to** his book.
12. used to introduce the second of two things
  - I prefer walking **to** climbing.
  - The industry today is no longer what it was **to** 1950.
  - We won by six goals **to** four.
13. used to show a quantity
  - There are 2.54 centimetres **to** an inch.
  - This car does 30 miles **to** the gallon.
14. in honour of somebody
  - a monument **to** the soldiers who died in the war
  - Let's drink **to** Julia and her new job.
15. used to show somebody or something that is the cause of something
  - His music isn't really **to** me.
  - **To** her astonishment, the package was not there.
16. used to show what somebody or something is like
  - It sounded like crying **to** me.
17. used after verbs of saying, thinking, feeling, etc.
  - People rushed **to** the aid of the injured.

### TEXTUAL SUPPORT

1. I had just finished my work **to** go home.
2. The Professor was going **to** the office.
3. Water had to be heated **to** 100 degrees Celsius.
4. From Spain the wind was blowing **to** the north.
5. She was going **to** the bank.

TO

1. used to say
  - at the corner of the street
  - We change **to** the next page.



## UNIT -10

## PREPOSITION

11. directed towards; in connection with
  - It was a threat **to** world peace.
  - She made a reference **to** her recent book.
12. used to introduce the second part of a comparison or ratio
  - I prefer walking **to** climbing.
  - The industry today is nothing **to** what it once was.
  - We won by six goals **to** three.
13. used to show a quantity or rate
  - There are 2.54 centimetres **to** an inch.
  - This car does 30 miles **to** the gallon.
14. in honour of somebody/something
  - a monument **to** the soldiers who died in the war
  - Let's drink **to** Julia and her new job.
15. used to show somebody's attitude or reaction to something
  - His music isn't really **to** my taste.
  - **To** her astonishment, he smiled.
16. used to show what somebody's opinion or feeling about something is
  - It sounded like crying **to** me.
17. used after verbs of movement to mean 'with the intention of giving something'
  - People rushed **to** her rescue and picked her up.

### TEXTUAL SUPPORT

1. I had just finished walking a half mile uphill from my home towards his.  
I had just finished walking a half mile uphill from my home **to** his.
2. The Professor would drive south in his jeep from Tamanrasset till a well at In Abbangarit.  
The Professor would drive south in his jeep from Tamanrasset **to** a well at In Abbangarit.
3. Water had to be carried a considerable distance from the well by the home.  
Water had to be carried a considerable distance from the well **to** the home.
4. From Spain the art of tanning and embossing leather was carried at Morocco.  
From Spain the art of tanning and embossing leather was carried **to** Morocco.
5. She was going from one shop till another, to find a gift for Jim.  
She was going from one shop **to** another, to find a gift for Jim.

TO

1. used to say where something/somebody is or where something happens
  - **at** the corner of the street
  - We changed **at** Crewe.



## UNIT -10

### PREPOSITION

- They arrived late **at** the airport.
  - **At** the roundabout, take the third exit.
  - I'll be **at** home all morning.
  - She's **at** Tom's (= at Tom's house).
  - I met her **at** the hospital.
2. used to say where somebody works or studies
    - He's been **at** the bank longer than anyone else.
    - She's **at** Yale (= Yale University).
  3. used to say when something happens
    - We left **at** 2 o'clock.
    - **at** the end of the week
    - We woke **at** dawn.
    - I didn't know **at** the time of writing (= when I wrote).
    - **At** night you can see the stars.
    - (British English) What are you doing **at** the weekend?
  4. used to state the age at which somebody does something
    - She got married **at** 25.
    - He left school **at** the age of 16.
  5. in the direction of or towards somebody/something
    - What are you looking **at**?
    - He pointed a gun **at** her.
    - Somebody threw paint **at** the prime minister.
  6. used after a verb to show that somebody tries to do something, or partly does something, but does not succeed or complete it
    - He clutched wildly **at** the rope as he fell.
    - She nibbled **at** a sandwich (= ate only small bits of it).
  7. used with adjectives to show how well somebody does something
    - I'm good **at** French.
    - She's hopeless **at** managing people.
  8. used to show a rate, speed, etc.
    - He was driving **at** 70 mph.
    - The noise came **at** two-minute intervals (= once every two minutes).
    - Prices start **at** \$1 000.
    - The book retails **at** £19.95.
  9. used to state the distance away from something
    - I held it **at** arm's length.
    - Can you read a car number plate **at** fifty metres?

## UNIT -10

- 10. used to show the happening
  - The country is
  - I felt **at** a disaster
  - I think Mr Har

- 11. at somebody's good, bad, etc
  - This was Osa
  - The garden's

- 12. used with ad
  - They were in
  - She was del

- 13. (formal) in
  - They atten

- 14. (North Am
  - You can r

### TEXTUAL

- 1. There we
- There w

- 2. He repli
- He repli

- 3. I'd end
- I'd end

- 4. Pasteur
- Pasteur

- 5. On the
- AT** th

- 6. Shell
- Shell

- 7. One
- One

- 8. We
- We

- 9. The
- got
- Th
- go

- 10. M
- M

- 11. C
- A



## UNIT -10

10. used to show the situation somebody/something is in, what somebody is doing or what is happening
- The country is now **at** war.
  - I felt **at** a disadvantage.
  - I think Mr Harris is **at** lunch.

## PREPOSITION

11. at somebody's/something's best/worst, etc. used to say that somebody / something is as good, bad, etc. as they can be
- This was Osaka **at** her best.
  - The garden's **at** its most beautiful in June.
12. used with adjectives to show the cause of something
- They were impatient **at** the delay.
  - She was delighted **at** the result.

13. (formal) in response to something
- They attended the dinner **at** the chairman's invitation.

14. (North American English) used when giving a phone number
- You can reach me **at** 04235179001-4, extension 174.

## TEXTUAL SUPPORT

- There were holes on the heels.  
There were holes **at** the heels.
- He replied that he had been present on the performance.  
He replied that he had been present **at** the performance.
- I'd end up with my family on the country poor farm.  
I'd end up with my family **at** the country poor farm.
- Pasteur was sent to school in the Communal College.  
Pasteur was sent to school **at** the Communal College.
- On the door, Spelding speaks in a low voice to Powers.  
**AT** the door, Spelding speaks in a low voice to Powers.
- Shelley died in a storm in sea after visiting Lord Byron.  
Shelley died in a storm **at** sea after visiting Lord Byron.
- One week in this school has knocked me for a loop.  
One week **at** this school has knocked me for a loop.
- We got holidays on Easter and on Christmas.  
We got holidays **at** Easter and **at** Christmas.
- These were blessed breaks in routine, but not, of course, comparable to the holidays we got on Christmas.  
These were blessed breaks in routine, but not, of course, comparable to the holidays we got **at** Christmas.
- Mr. Steward will call on you on 8.00 P.M."  
Mr. Steward will call on you **at** 8.00 P.M."
- On five, he would glance at the clock and ask them to leave.  
**At** five, he would glance at the clock and ask them to leave.



## UNIT -10

## PREPOSITION

12. It lay with Mr. Bittering and Mrs. Bittering, a third unbidden partner on every midnight talk, on every dawn awakening.  
It lay with Mr. Bittering and Mrs. Bittering, a third unbidden partner **at** every midnight talk, **at** every dawn awakening.
13. I could not remember them on the time in their entirety.  
I could not remember them **at** the time in their entirety.

### FROM

- used to show where somebody/ something starts
  - She began to walk away **from** him.
  - Has the train **from** Bristol arrived?
- used to show what the origin of somebody/something is
  - I'm **from** Italy.
  - documents **from** the sixteenth century
  - quotations **from** Shakespeare
  - heat **from** the sun
- used to show who sent or gave something/somebody
  - a letter **from** my brother
  - information **from** witnesses
  - the man **from** (= representing) the insurance company
- used to show when something starts
  - We're open **from** 8 a.m. to 7 p.m. every day.
  - He was blind **from** birth.
- used to show how far apart two places are
  - 100 metres **from** the scene of the accident
- used to show somebody's position or point of view
  - You can see the island **from** here.
  - **From** a financial point of view the project was a disaster.
- from something (to something) used to show the range of something
  - The temperature varies **from** 30 degrees to minus 20.
  - The store sells everything **from** shoelaces to computers.
  - Conditions vary **from** school to school.
- from something (to something) used to show the state or form of something/somebody before a change
  - Things have gone **from** bad to worse.
  - translating **from** English to Spanish
  - You need a break **from** routine.

## UNIT -10

9. used when making or receiving something  
Is Portuguese very difficult to learn?
10. used to show the material something is made of  
Yogurt is made **from** milk.
11. used to show that something is taken from someone  
She saved him **from** drowning.
12. used to show the reason for something  
She felt sick **from** tiredness.
13. used to show the reason for something  
You can tell a lot about a person **from** what I heard.

## TEXTUAL SUPPORT

- Armies clenched in battle.
- Armies clenched in battle.

### WITH

- in the company of someone  
• She lives **with** her parents.
- having or carrying something  
• a girl **with** (= wearing) a headscarf
- using something  
• Cut it **with** a knife.
- used to say how something is done  
• The bag was made **with** care.
- used to say how something is done  
• Sprinkle the salad **with** oil.



## UNIT -10

### PREPOSITION

9. used when making or recognizing a difference between two people or things
  - Is Portuguese very different **from** Spanish?
  - I can't tell one twin **from** the other.
10. used to show the material that something is made of
  - Yogurt is made **from** milk.
11. used to show that something is prevented
  - She saved him **from** drowning.
12. used to show the reason for something
  - She felt sick **from** tiredness.
13. used to show the reason for making a judgement.
  - You can tell a lot about a person **from** their handwriting.
  - **From** what I heard the company's in deep trouble.

### TEXTUAL SUPPORT

1. Armies clenched in deadlock by the sea to Switzerland.
- ✓ Armies clenched in deadlock **from** the sea to Switzerland.

### WITH

1. in the company or presence of somebody/something
  - She lives **with** her parents.
  - I have a client **with** me right now.
  - a nice steak **with** a bottle of red wine
2. having or carrying something
  - a girl **with** (= who has) red hair
  - a jacket **with** a hood
  - He looked at her **with** a hurt expression.
  - They're both in bed **with** flu.
  - a man **with** a suitcase
3. using something
  - Cut it **with** a knife.
  - It is treated **with** acid before being analysed.
4. used to say what fills, covers, etc. something
  - The bag was stuffed **with** dirty clothes.
  - Sprinkle the dish **with** salt.



## UNIT -10

## PREPOSITION

5. in opposition to somebody/ something; against somebody/something
  - to fight **with** somebody
  - to play tennis **with** somebody
  - at war **with** a neighbouring country
  - I had an argument **with** my boss.
6. in connection with; in the case of
  - Be careful **with** the glasses.
  - Are you pleased **with** the result?
  - Don't be angry **with** her.
  - **With** these students, it's pronunciation that's the problem.
7. used to show the way in which somebody does something
  - He behaved **with** great dignity.
  - She sleeps **with** the window open.
  - Don't stand **with** your hands in your pockets.
8. used when considering one fact in relation to another
  - She won't be able to help us **with** all the family commitments she has.
  - It's much easier compared **with** last time.
9. Including
  - The meal **with** wine came to \$20 each.
  - **With** all the lesson preparation, I have to do I work 12 hours a day.
10. used to show who has possession of or responsibility for something
  - The keys are **with** reception.
  - Leave it **with** me.
11. employed by; using the services of
  - She acted **with** a touring company for three years.
  - I bank **with** HSBC.
12. because of; as a result of
  - She blushed **with** embarrassment.
  - His fingers were numb **with** cold.
13. because of something and as it happens
  - The shadows lengthened **with** the approach of sunset.
  - Skill comes **with** practice.
14. in the same direction as something
  - Marine mammals generally swim **with** the current.
15. showing that something/somebody has been separated from something / somebody
  - She could never part **with** this ring.
  - Can we dispense **with** the formalities?

## UNIT -10

16. despite something
  - **With** all her faults, I still love her.
17. used in exclamations
  - Off to bed **with** you!
  - Down **with** tyrant!

## FOR

1. used to show who is responsible for something
  - There's a letter **for** you.
  - It's a book **for** children.
  - We got a new table **for** the kitchen.
  - This is the place **for** you.
2. in order to help somebody
  - What can I do **for** you?
  - Can you translate **for** me?
  - I took her classes **for** her.
  - soldiers fighting **for** freedom.
3. used to show purpose
  - a machine **for** sewing.
  - Let's go **for** a walk.
  - Are you learning **for** the exam?
  - What did you do **for** the day?
4. used to show a result
  - The town is famous **for** its beauty.
  - She gave me a headache **for** thinking too hard.
  - He got an award **for** his bravery.
  - I couldn't sleep **for** the noise.
  - He didn't answer **for** the question.

5. in order to do something
  - He came to the party **for** the money.
  - **For** more information, contact us.
  - There were people **for** the party.

6. used to show a result
  - I'm going to the party **for** the money.
  - That's all **for** the day.

7. used to show a result
  - The road is **for** the money.



## UNIT - 10

### 16. despite something

- *With* all her faults, I still love her.

### 17. used in exclamations

- *Off to bed with* you!
- *Down with* tyrant!

## FOR

1. used to show who is intended to have or use something or where something is intended to be put
  - There's a letter **for** you.
  - It's a book **for** children.
  - We got a new table **for** the dining room.
  - This is the place **for** me (= I like it very much).

2. in order to help somebody/ something
  - What can I do **for** you (= how can I help you)?
  - Can you translate this letter **for** me?
  - I took her classes **for** her while she was sick.
  - soldiers fighting **for** their country

3. used to show purpose or function
  - a machine **for** slicing bread
  - Let's go **for** a walk.
  - Are you learning English **for** pleasure or **for** your work?
  - What did you do that **for** (= Why did you do that)?

4. used to show a reason or cause
  - The town is famous **for** its cathedral.
  - She gave me a watch **for** my birthday.
  - He got an award **for** bravery.
  - I couldn't speak **for** laughing.
  - He didn't answer **for** fear of hurting her.

5. in order to obtain something
  - He came to me **for** advice.
  - **For** more information, call this number.
  - There were over fifty applicants **for** the job.

6. used to show a length of time
  - I'm going away **for** a few days.
  - That's all the news there is **for** now.

7. used to show a distance
  - The road went on **for** miles and miles.

## PREPOSITION



8. used to show where somebody / something is going
  - *Is this the bus **for** Chicago?*
  - *She knew she was destined **for** a great future.*
9. used to show that something is arranged or intended to happen at a particular time
  - *an appointment **for** May 12*
  - *We're invited **for** 7.30.*
10. used to show the occasion when something happens
  - *I'm warning you **for** the last time—stop talking!*
11. in exchange for something
  - *Copies are available **for** two dollars each.*
  - *I'll swap these two bottles **for** that one.*
12. employed by
  - *She's working **for** an insurance company.*
13. about; in connection with somebody/ something
  - *They are anxious **for** her safety.*
  - *Fortunately **for** us, the weather changed.*
14. as a representative of
  - *I am speaking **for** everyone in this department.*
15. Meaning
  - *Shaking your head **for** 'No' is not universal.*
16. in support of somebody/something
  - *Are you **for** or against the proposal?*
  - *They voted **for** independence in a referendum.*
  - *There's a strong case **for** postponing the exam.*
  - *I'm all **for** (= strongly support) people having fun.*
  - *'What does Naomi think about the move?' 'She's all **for** it.'*
17. considering what can be expected from somebody/something
  - *The weather was warm **for** the time of year.*
  - *She's tall **for** her age.*
  - *He's not bad **for** a beginner.*
  - *That's too much responsibility **for** a child.*
18. used to say how difficult, necessary, pleasant, etc. something is that somebody might do or has done
  - *It's useless **for** us to continue.*
  - *There's no need **for** you to go.*
  - ***For** him to have survived such an ordeal was remarkable.*
  - *The box is too heavy **for** me to lift.*
  - *Is it clear enough **for** you to read?*



- 19. used to show who can or should do something
- It's not **for** me to say why he left.
- How to spend the money is **for** you to decide.

## BY

1. used for showing how or in what way something is done
  - The house is heated **by** gas.
  - May I pay **by** credit card?
  - I will contact you **by** letter.
  - to travel **by** boat/bus/car/plane
  - to travel **by** air/land/sea
  - Switch it on **by** pressing this button.
2. near somebody/something; at the side of somebody/something; next to somebody / something
  - a house **by** the river
  - The telephone is **by** the window.
  - Come and sit **by** me.
3. used, usually after a passive verb, to show who or what does, creates or causes something
  - He was knocked down **by** a bus.
  - a play **by** Ibsen
  - Who's that book **by**?
  - I was frightened **by** the noise.
4. not later than the time mentioned; before
  - Can you finish the work **by** five o'clock?
  - I'll have it done **by** tomorrow.
  - **By** this time next week we'll be in New York.
  - He ought to have arrived by now / **by** this time.
  - **By** the time (that) this letter reaches you I will have left the country.
5. used before particular nouns without the, to say that something happens as a result of something
  - They met **by** chance.
  - I did it **by** mistake.
  - The coroner's verdict was 'death **by** misadventure'.
6. used to show the degree or amount of something
  - The bullet missed him **by** two inches.
  - House prices went up **by** 10%.
  - It would be better **by** far (= much better) to...



## UNIT -10

## PREPOSITION

7. during something; in a particular situation

- to travel **by** day/night
- We had to work **by** candlelight.

8. from what something shows or says; according to something

- **By** my watch, it is two o'clock.
- I could tell **by** the look on her face that something terrible had happened.
- **By** law, you are a child until you are 18.

9. past somebody/something

- He walked **by** me without speaking.

10. used to show the part of somebody/ something that somebody touches, holds, etc.

- I took him **by** the hand.
- She seized her **by** the hair.
- Pick it up **by** the handle!

11. used with *the* to show the period or quantity used for buying, selling or measuring something

- We rented the car **by** the day.
- They're paid **by** the hour.
- We only sell it **by** the metre.

12. used to state the rate at which something happens

- They're improving day **by** day.
- We'll do it bit **by** bit.
- It was getting worse **by** the minute (= very fast).
- The children came in two **by** two (= in groups of two).

13. used to show the measurements of something

- The room measures fifteen feet **by** twenty feet.

14. used when multiplying or dividing

- 6 multiplied **by** 2 equals 12.
- 6 divided **by** 2 equals 3.

15. used for giving more information about where somebody comes from, what somebody does, etc.

- He's German **by** birth.
- They're both doctors **by** profession.

16. used when swearing to mean 'in the name of'

- I swear **by** Almighty God...

## UNIT -10

## TEXTUAL SUPPORT

1. That had before then become a
2. Both parents of Gorgios w
3. He had never traveled **by**
4. There was indeed too mu
5. The sun was blotted out
6. His thin moustache see
7. In the new world creat
8. Harry begins to shave

## TOWARD

1. in the direction of s
2. getting closer to a
3. close or closer to
4. in relation to so
5. with the aim of

## TEXTUAL SUP

1. In a heavy sto
2. Maulvi Abul



## UNIT -10

### TEXTUAL SUPPORT

1. That had before then become a habit with him.  
That had **by** then become a habit with him.
2. Both parents of Gorgios were until then long dead.  
Both parents of Gorgios were **by** then long dead.
3. He had never traveled on air.  
He had never **traveled by** air.
4. There was indeed too much dust to be raised with a small jeep.  
There was indeed too much dust to be raised **by** a small jeep.
5. The sun was blotted out **by** a fresh onrush of locusts.  
The sun was blotted out **with** a fresh onrush of locusts.
6. His thin moustache seemed to have been drawn **by** a pencil.  
His thin moustache seemed to have been drawn **with** a pencil.
7. In the new world created through him there was no need for the old tides and nobilities.  
In the new world created **by** him there was no need for the old tides and nobilities.
8. Harry begins to shave by a straight-edge razor.  
Harry begins to shave **with** a straight-edge razor.

### PREPOSITION

#### TOWARD

1. in the direction of somebody/ something
  - They were heading **towards** the German border.
  - She had her back **towards** me.
2. getting closer to achieving something
  - This is a first step **towards** political union.
3. close or closer to a point in time
  - **towards** the end of April
4. in relation to somebody/ something
  - He was warm and tender **towards** her.
  - our attitude **towards** death
5. with the aim of obtaining something, or helping somebody to obtain something
  - The money will go **towards** a new school building (= will help pay for it).

### TEXTUAL SUPPORT

1. In a heavy storm Mustafa Kamal's small ship staggered to the landing stage at Samsun.  
In a heavy storm Mustafa Kamal's small ship staggered **towards** the landing stage at Samsun.
2. Maulvi Abul looked first towards his eldest daughter, then to the row of children.  
Maulvi Abul looked first towards his eldest daughter, then **towards** the row of children.



## UNIT -10

## PREPOSITION

3. He looked up for a moment with a slightly sad expression with the royal platform.  
He looked up for a moment with a slightly sad expression **towards** the royal platform.
4. He listened to her, but in doing so slipped himself and wrenched his ankle.  
He listened **toward** her, but in doing so slipped himself and wrenched his ankle.
5. In politics she was a radical, with leanings to the views of people like Bernard Shaw and William Morris.  
In politics she was a radical, with leanings **toward** the views of people like Bernard Shaw and William Morris.



1. to or at a lower place or position
  - She jumped **down** off the chair.
  - He looked **down** at her.
  - We watched as the sun went **down**.
  - She bent **down** to pick up her glove.
  - Mary's not **down** yet (= she is still upstairs).
  - The baby can't keep any food **down** (= in her body).
  - I stuck the label **down** with sellotape.
2. from a standing position to a sitting or lying position
  - Please sit **down**.
  - He had to go and lie **down** for a while.
3. at a lower level or rate
  - Prices have gone **down** recently.
  - We're already two goals **down** (= the other team has two goals more).
4. used to show that the amount or strength of something is lower, or that there is less activity
  - Turn the music **down**!
  - The class settled **down** and she began the lesson.
5. on paper; on a list
  - Did you get that **down**?
  - I always write everything **down**.
  - Have you got me **down** for the trip?

## UNIT -10

### UP

1. towards or in a higher position  
He jumped **up** from the ground.
2. The sun was already **up** in the morning.
3. They live **up** in the mountains.
4. It didn't take long to get **up**.
5. to or at a higher level  
She turned the volume **up**.
6. Prices are still going **up**.
7. to the place where  
A car drove **up** and parked.
8. She went straight **up** to the manager.
9. Completely  
We ate all the food **up**.
10. The stream has dried **up**.
11. so as to be finished or completed  
I have some paper **up**.
12. Do your coat **up**.
13. into pieces or parts  
She tore the paper **up**.
14. How shall we do **up**?
15. so as to be formed or completed  
The government **up** the plan.
16. She gathered **up** the children.
17. (of a period of time)  
Time's **up**. Stop!

### TILL

1. Up to (the point at which)  
I went to bed **till** midnight.
2. The revelers danced **till** dawn.



## UNIT -10

### PREPOSITION

#### UP

1. towards or in a higher position
  - He jumped **up** from his chair.
  - The sun was already **up** (= had risen).
  - They live **up** in the mountains.
  - It didn't take long to put the tent **up**.
2. to or at a higher level
  - She turned the volume **up**.
  - Prices are still going **up** (= rising).
3. to the place where somebody/ something is
  - A car drove **up** and he got in.
  - She went straight **up** to the door.
4. Completely
  - We ate all the food **up**.
  - The stream has dried **up**.

so as to be finished or closed

- I have some paperwork to finish **up**
- Do your coat **up**; it's cold.

5. into pieces or parts

- She tore the paper **up**.
- How shall we divide **up** the work?

6. so as to be formed or brought together

- The government agreed to set **up** a committee of inquiry.
- She gathered **up** her belongings.

7. (of a period of time) finished; over

- Time's **up**. Stop writing and hand in your papers.

#### TILL

1. Up to (the point in time or the event mentioned)

- I went to bed at 8 last night and slept **till** 6.30.
- The revelers partied on **till** midnight, until everyone had their fill of food, drink and dancing.



## UNIT -10

## PREPOSITION

### UNTILL

1. up to the point in time or the event mentioned
  - Let's wait **untill** the rain stops.
  - **Untill** she spoke, I hadn't realized she wasn't English.

### TEXTUAL SUPPORT

1. A man does not realize the worth of safety from the misfortune unless he has tasted it.  
A man does not realize the worth of safety from the misfortune **untill** he has tasted it.
2. By his marriage he had been a dry and rather neutral sort of person.  
**Till** his marriage he had been a dry and rather neutral sort of person.

### During

3. all through a period of time
  - **during** the 1990s
  - There are extra flights to Colorado **during** the winter.
  - Please remain seated **during** the performance.
4. at some point in a period of time
  - He was taken to the hospital **during** the night.
  - I only saw her once **during** my stay in Rome.

### TEXTUAL SUPPORT

1. He tries to recall whatever good he had done while his life time.  
He tries to recall whatever good he had done **during** his life time.
2. The books contains all the good actions that we men and women have been doing while the last six weeks.  
The books contains all the good actions that we men and women have been doing **during** the last six weeks.

### THROUGH

1. from one end or side of something/somebody to the other
  - The burglar got in **through** the window.
  - The bullet went straight **through** him.

## UNIT -10

- Her knees had gone **through**
- The sand ran **through**
- The path led **through**
- The doctor pushed **through**
- The Charles River **through**
- The flood was too **through**
- 2. see, hear, etc. **through**
- object or a substa
- I couldn't hear th
- He could just ma
- 3. from the beginn
- The children ar
- He will not live
- I'm halfway **thru**
- 4. past a barrier,
- Go **through** th
- He drove **thro**
- First I have to
- The bill had a
- I'd never hav
- 5. (also inform
- (both North Am
- We'll be in l
- 6. by means o
- You can on
- It was **thro**
- The accide

### THROUGH

1. in or into
  - They exp
  - The hou
2. during
  - The mu
  - The ce



## UNIT -10

### PREPOSITION

- Her knees had gone **through** (= made holes in) her jeans.
- The sand ran **through** (= between) my fingers.
- The path led **through** the trees to the river.
- The doctor pushed his way **through** the crowd.
- The Charles River flows **through** Boston.
- The flood was too deep to drive **through**.
- 2. see, hear, etc. through something to see, hear, etc. something from the other side of an object or a substance
  - I couldn't hear their conversation **through** the wall.
  - He could just make out three people **through** the mist.
- 3. from the beginning to the end of an activity, a situation or a period of time
  - The children are too young to sit **through** a concert.
  - He will not live **through** the night.
  - I'm halfway **through** (= reading) her second novel.
- 4. past a barrier, stage or test
  - Go **through** this gate, and you'll see the house on your left.
  - He drove **through** a red light (= passed it when he should have stopped).
  - First I have to get **through** the exams.
  - The bill had a difficult passage **through** Parliament.
  - I'd never have got **through** it all (= a difficult situation) without you.
- 5. (also informal thru)  
(both North American English) until, and including
  - We'll be in New York Tuesday **through** Friday.
- 6. by means of; because of
  - You can only achieve success **through** hard work.
  - It was **through** him (= as a result of his help) that I got the job.
  - The accident happened **through** no fault of mine.

### THROUGHOUT

1. in or into every part of something
  - They export their products to markets **throughout** the world.
  - The house was painted white **throughout**.
2. during the whole period of time of something
  - The museum is open daily **throughout** the year.
  - The ceremony lasted two hours and we had to stand **throughout**.



## UNIT -10

## PREPOSITION

### Between Between-and

1. For sharing you can also use **between**.  
in or into the space separating two or more points, objects, people, etc.
  - *Q comes **between** P and R in the English alphabet.*
  - *I sat down **between** Jo and Diana.*
2. in the period of time that separates two days, years, events, etc.
  - *Many changes took place **between** the two world wars.*

### AMONG

1. Use **among** when the meaning is "surrounded by":
  - *I found myself **among** tall trees..*
2. used when you are dividing or choosing something, and three or more people or things are involved
  - *They divided the money up **among** their three children.*
3. surrounded by somebody / something; in the middle of somebody/something
  - *a house **among** the trees.*
  - *I found the letter **amongst** his papers.*
4. being included or happening in groups of things or people
  - *A British woman was **among** the survivors.*
  - *He was **among** the last to leave.*

### TEXTUAL SUPPORT

1. A black leather pocket-book was lost on the road **among** 9.00 and 10.00 in the morning.  
A black leather pocket-book was lost on the road **between** 9.00 and 10.00 in the morning.
2. The room is comfortably balanced **among** the expensively decorated and the homely.  
The room is comfortably balanced **between** the expensively decorated and the homely.
3. I have made a number of very warm enemies **between** the parents of college students.  
I have made a number of very warm enemies **among** the parents of college students.
4. **Between** the very few who escaped was a youth of twenty, Abd-al-Rahman.  
**Among** the very few who escaped was a youth of twenty, Abd-al-Rahman.
5. This caused consternation not only **between** the Allies but in Istanbul itself.  
This caused consternation not only **among** the Allies but in Istanbul itself.



## UNIT -10

## PREPOSITION

6. **Between** the Greeks there was little enthusiasm for the Anatolian adventure.
7. **Among** the Greeks there was little enthusiasm for the Anatolian adventure.
8. The old man in his brilliant uniform appeared **among** the doors.
9. The old man in his brilliant uniform appeared **between** the doors.

### 5. COMPARATIVE STUDY OF PREPOSITIONS

<p>"Over" means "Higher than" but not touching the surface.</p> <p><b>Example</b> She held an umbrella over her head. (This means that umbrella was not touching the surface of head and there was a gap in between)</p> <p>To show that something is covering some surface while touching it.</p> <p><b>Example</b> She took a blanket over her. (It means that blanket covered her surface)</p>	<p>"Above" means "Higher than" but not touching the surface.</p> <p><b>Example</b> There was helicopter above our heads. (This means that the helicopter was not touching the surface of our heads and there was a space in between)</p> <p>To show that something is covering but not touching the surface.</p> <p><b>Example</b> They saw sky above their heads. (Here "above" shows distance without touching.)</p>
<p>To show something on the other side.</p> <p><b>Example</b> The shepherds lived over the mountains. (It means that they lived on the other side of the mountains)</p>	<p>We can't use "above" in this way.</p> <p><b>Example</b> We can't say that the shepherd lived above the mountains. (Here, the use of "above" is wrong.)</p>
<p>To show something "across".</p> <p><b>Example</b> To crowd went over the forest. (It means that the crowd went across the forest)</p>	<p>We can't use "above" in the meaning of "across".</p> <p><b>Example</b> The crowd went "above" the forest will be incorrect and wrong.</p>
<p>To show from "one side to the other"</p> <p><b>Example</b> There was a bridge over the river. (It means that the bridge was starting from one side and ending at the other).</p>	<p>"Above" can't mean from one side to the other. It will be wrong to say</p> <p><b>Example</b> There was a bridge above the river. (Here "above" has been used incorrectly)</p>
<p>"All over + Noun" means "in every part"</p> <p><b>Example</b> He has friends all over the world. (It means that he has friends "in every part of" the world.)</p>	<p>"Above all" means "most important of all"</p> <p><b>Example</b> He longs above all to see her (Here "above all" shows to see her" is most important of all" for him)</p>
<p>"Over" means "more than" and is used with numbers, age and money.</p> <p><b>Example</b> The old man was over eighty.</p>	<p>"Above" means "Higher than" reach of something because of being too good or honest</p> <p><b>Example</b> His loyalty is above suspicion.</p>



## UNIT -10

## PREPOSITION

<p>We can use "over" with meals/foods/drinks.</p> <p><b>Example</b> They have dialogues over dinner. (This shows that they had dialogues during "dinner".)</p>	<p>The use of "above" with meals/food will be wrong</p> <p><b>Example</b> We can't say that (They had dialogues above dinner)</p>
<p>"Over" is used to mean to finish</p> <p><b>Example</b> She takes long over lunch. (It means that she takes long to finish lunch)</p>	<p>"Above" can't be used in this way. It will be wrong to say she takes long above lunch.</p>
<p>"Over" shows some movement from one place to the other but generally this is horizontal movement.</p> <p><b>Example</b> She threw the ball over to me.</p>	<p>"Above" may show some movement but this shows vertical movement.</p> <p><b>Example</b> The player played the shot above their heads.</p>
<p>"Over" shows transmission by something.</p> <p><b>Example</b> She threw it over the radio.</p>	<p>"Above" can't be used in this way. I listened it above radio. It is wrong and incorrect.</p>
<p>"Over" shows more than a specific time or amount.</p> <p><b>Example</b> Over 3 million copies were sold. (She stayed with us over a week)</p>	<p>"Above" can't be used in this way.</p> <p><b>Example</b> We can't say above 3 million copies were sold. (She stayed with us above a week)</p>
<p>"over" can't be used as an adjective or adverb to give the meaning of previously or earlier. We can't say that in the over example.</p>	<p>"Above" can be used as an adjective or adverb meaning "earlier" or "previously"</p> <p><b>Example:</b> In the above example (It means in the previously mentioned example)</p>
<p>"over" shows something "surplus" and unnecessary.</p> <p><b>Example</b> He was disliked because of over acting.</p>	<p>We can't use "above" in a meaning of surplus or unnecessary. We can't say. (The actor was disliked because of above acting)</p>
<p>"over" can't be used to show a space between two surfaces.</p> <p><b>Example</b> We live over them. (Incorrect)</p>	<p>"Above" shows a space between two surfaces</p> <p><b>Example</b> We live above them. It means that we live on the fourth and they live on the first and there is space in between.</p>

### TEXTUAL SUPPORT

- In the quiet autumn Mr. Bittering stood upon the slope over his villa, looking at the valley.  
In the quiet autumn Mr. Bittering stood upon the slope **above** his villa, looking at the valley.
- The gilded tip of his cap used to shine brightly over the turban.  
The gilded tip of his cap used to shine brightly **above** the turban.
- Palm-trees that once lifted their branches high over the dunes are now like bushes.  
Palm-trees that once lifted their branches high **above** the dunes are now like bushes.

## UNIT -10

- Forrester was about four feet high
- When the bell rang for call-over, he
- above the School fence.
- When the bell rang for call-over, he
- over the School fence.
- Merivale was there, stooping over
- Merivale was there, stooping over
- A tree down the slope leaned over
- A tree down the slope leaned over

**Under** means lower than But it is touching physically.

**Example**  
She put the letter under pillow.  
This means that the letter is lower than the pillow but it has physical contact with the pillow.

**Under** does not necessarily show between two surfaces.

It will be wrong to say we live under their command.

**Example**  
He is under me.

We use **under** specifically for material things.

**Example**  
The person crushed the car under his feet.

**Under** is used to show something is under me.

To show some thing is under me.

**Example**  
He was arrested according to the law.

To describe particular things.

**Example**  
He was under arrest.

**TEXTUAL SUPPORT**

- I'll sell you that man
- I'll sell you that man
- He pointed down
- He pointed down
- I looked at the valley
- I looked at the valley



## UNIT -10

## PREPOSITION

4. Forrester was about four feet high over his muddy football boots.  
Forrester was about four feet high **above** his muddy football boots.
5. When the bell rang for call-over, he would go to the window and look across the road and above the School fence.  
When the bell rang for call-over, he would go to the window and look across the road and **over** the School fence.
6. Merivale was there, stooping on him and smiling.  
Merivale was there, stooping **over** him and smiling.
7. A tree down the slope leaned **by** and settled heavily to the ground.  
A tree down the slope leaned **over and** settled heavily to the ground.

**Under** means lower than But it shows touching physically.

### Example

She put the letter under pillow.  
This means that the letter is lower than pillow but it has physical contact as well.

**Under** does not necessarily show a space between two surfaces.

It will be wrong to say we live under them.  
It would mean differently that we live under their command.

**Under** can mean Junior in rank

### Example

He is under me.

We use **under** specifically with the material things.

### Example

The person crushed the dry leaves under his feet.

**Under** is used to show junior in rank. He is under me.

To show some thing according to

### Example

He was arrested according to the law.

To describe particular situation.

### Example

He was under arrest.

**Below** also means lower than but it is not necessarily touching physically.

### Example

She saw below the sea.  
(Here the action saw has no physical contact with sea and there is a space in between)

**Below** shows a space between two surfaces.

### Example

We live below then.  
It means that we live on the first and they live on the fourth and there is a space in between.

**Below** can mean Inferior in social class

### Example

He is below me would means he is socially inferior to me.

We may use **Beneath** instead of under but it is safer to keep it for Abstract meanings only.

### Example

It was beneath his dignity

**Beneath** shows lower in social class

### Example

She married beneath her.

This example means that she married in a class socially lower than she.

**Beneath** means below or not worthy of

### Example

It is beneath your dignity.

## TEXTUAL SUPPORT

1. I'll sell you that metal for below five hundred dollars.  
I'll sell you that metal for **under** five hundred dollars.
2. He pointed down from the upper rim of the clearing toward the deep valley down.  
He pointed down from the upper rim of the clearing toward the deep valley **below**.
3. I looked at the vast mountain slope beneath where my mother and father had farmed.  
I looked at the vast mountain slope **below** where my mother and father had farmed.



## UNIT -10

## PREPOSITION

4. Her hair reached **underneath** her knee and made itself almost a dress for her.  
Her hair reached **below** her knee and made itself almost a dress for her.
5. The sprinkling of water which falls drop by drop on the leaves **under** creates music which is sweet to hear.  
The sprinkling of water which falls drop by drop on the leaves **below** creates music which is sweet to hear.
6. Later nothing remained but a faint luminosity buried under darkness.  
Later nothing remained but a faint luminosity buried **beneath** darkness.
7. They stand most straight who learn to walk **under** a weight.  
They stand most straight who learn to walk **beneath** a weight.

### 6. GRAMMATICAL ROLES OF PREPOSITIONS

#### Cause

- Preposition of cause ,reason  
*e.g. because of*
- **Because of** drought, the price of bread was high that year.

#### Purpose

- Preposition of purpose  
*e.g. for*
- He will do anything **for money**.

#### Goal

- Preposition of goal or target  
*e.g. to, at*
- We are going **to Multan**.
- He aimed carefully **at the bird**.

#### Agent

- Preposition of means, instrument, agent  
*e.g. by, with*
- He broke the window glass **with stone**.
- The window was broken **by a boy**.
- I travelled **by bus**.

## UNIT -10

### Agent

- Preposition of source, origin  
*e.g. from*
- They come **from America**.
- I borrowed the book **from** the library.

### TEXTUAL SUPPORT

- A) The vegetables that the sunshine in the clearing
- B) The vegetables that the sunshine in the clearing
- C) The vegetables who the sunshine in the clearing
- D) The vegetables that the sunshine in the clearing

- A) Ten-foot strips of stone as the truck moved.
- B) Ten-foot strips of stone on as the truck moved.
- C) Ten-foot strips of stone on as the truck moved.
- D) Ten-foot strips of stone on as the truck moved.

- A) One of the oxen of Penicillin.
- B) One of the oxen of Penicillin.
- C) One of the oxen of Penicillin.
- D) One of the oxen of Penicillin.

- A) Jess's father of Penicillin.
- B) Jess's father of Penicillin.
- C) Jess's father of Penicillin.
- D) Jess's father of Penicillin.

- A) From Agade
- B) From Agade
- C) From Agade
- D) From Agade



## UNIT -10

## PREPOSITION

### Agent

- Preposition of source, origin  
e.g. *from*
- They come *from America*.
- I borrowed the book *from Ali*.

### TEXTUAL SUPPORT

- A) The vegetables that the old man grew in his secret garden were better flavored because of the sunshine in the clearing.
- B) The vegetables that the old man grew in his secret garden *was* better flavored because of the sunshine in the clearing.
- C) The vegetables *who* the old man grew in his secret garden were better flavored because of the sunshine in the clearing.
- D) The vegetables that the old man *grow* in his secret garden were better flavored because of the sunshine in the clearing.

- A) Ten-foot strips of steel mesh were placed together to make a runway *of the wheels* to bite on as the truck moved.
- B) Ten-foot strips of steel mesh were placed together to make a runway *for the wheels* to bite on as the truck moved.
- C) Ten-foot strips of steel mesh were placed together to make a runway *at the wheels* to bite on as the truck moved.
- D) Ten-foot strips of steel mesh *was* placed together to make a runway *for the wheels* to bite on as the truck moved.

- A) One of the oxford team went *until America* to discover the new methods of manufacture of Penicillin.
- B) One of the oxford team went *till America* to discover the new methods of manufacture of Penicillin.
- C) One of the oxford team went *to America* to discover the new methods of manufacture of Penicillin.
- D) One of the oxford team went *from America* to discover the new methods of manufacture of Penicillin.

- A) Jess's father cut a wisp of alfalfa *by his pocket knife*.
- B) Jess's father cut a wisp of alfalfa *from his pocket knife*.
- C) Jess's father cut a wisp of alfalfa *of his pocket knife*.
- D) Jess's father cut a wisp of alfalfa *with his pocket knife*.

- A) From Agades he travelled north to meet Balanguernon *by camel*.
- B) From Agades he travelled north to meet Balanguernon *in camel*.
- C) From Agades he travelled north to meet Balanguernon *with camel*.
- D) From Agades he travelled north to meet Balanguernon *at camel*.



# 11 UNIT

## PUNCTUATION

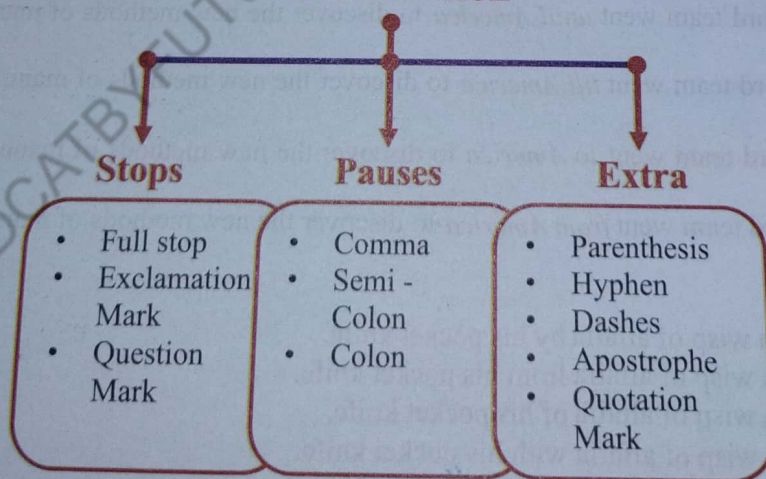
Punctuation is a use of spacing, conventional signs, and certain typographical devices as aids to the understanding and the correcting reading, both silent and aloud, of hand-written and printed texts. There are a few things about preposition to check out:

- o Erroneous apostrophe
- o Unnecessary quotation marks
- o Unnecessary Commas / too many commas
- o Hyphen (-) vs dash (—)
- o Comma splice
- o Semicolon (;) vs Colon (:) )

**Punctuation** is the system of adding appropriate punctuation marks to what you write. Punctuation marks are signs such as:

- Full Stop (.)
- Comma (,)
- Question mark (?)
- Colon (:)
- Semi-colon (;)

### Punctuation



### STOPS

- Full Stop/Period
- Exclamation Mark
- Question Mark



## UNIT - 11

Full Stop (.)

## PUNCTUATION

### Full Stop

To mark end of the sentence

- He is never late.
- It's raining.
- I am a kipsian.

To mark and abbreviation

- Eng. (English)
- Chap. (Chapter)
- Vol. Volume

A Declarative Sentence begins with a Capital letter and ends with a **full stop** (also called a **full point** or a **period**)

- Please don't be late.
- It's raining heavily.
- There's a rainbow in the sky.

### Common Error

A very **common error** is to join or 'splice' two sentences with a **comma**, instead of using a **full stop** between them, usually when the thought is flowing on into the second sentence.

You can use a **semicolon** instead of a **full stop** in such situations; a **colon** can also be correct if the second statement explains or expands the first statement:

WRONG:

I always get up early, I like to work before breakfast. (**comma splice**)

RIGHT:

I always get up early; I like to work before breakfast.

RIGHT:

I always get up early: I like to work before breakfast.

### Rule No. 1

**Abbreviations** that **include** the **final letter** of the abbreviated word are usually written **without** a **point**, for example:

- Mister **Mr** / **Mr**.
- Mrs / **Mrs** . Freeman
- Dr / **Dr** . Saunders

### Rule No. 2

**People's** given names are sometimes reduced to initials. Full stops are often used after the initials, but are not essential.

**Example:**

- Dr Edward Saunders:  
Dr **E** Saunders or Dr **E** . Saunders



## PUNCTUATION

### UNIT -11

#### Rule No. 3

**Abbreviations** of ordinal numbers are written without stops:

- Lectures have been scheduled for :  
2<sup>nd</sup> October  
3<sup>rd</sup> November  
4<sup>th</sup> December

#### Rule No. 4

**Degrees**, qualifications, titles and awards are increasingly written without stops:

- BA / B.A.
- MA / M.A.
- MBBS

#### Rule No. 5

A reliable principle is to add stops to small-letter abbreviations, and to those that start with a capital, if the last letter is not included in the abbreviation:

- adj. (adjective)
- adv. (adverb)
- prep. (preposition)
- doz. (dozen)
- chap. (chapter)
- vol. (volume)

#### Acronyms

Some abbreviations are in the form of words composed of the first one or more letters of the words that make up the full form; these are always written without stops:

- **AIDS**  
(Acquired Immune-Deficiency Syndrome)
- **LASER**  
(light amplification by stimulated emission of radiation)

#### Exclamation Mark!

**Exclamation Mark** is usually put after short sharp commands, exclamatory remarks, interjections and words that show delight, surprise or anger:

- Don't move!
- What a yorker!
- Ah!
- Hurrah!
- Wow ! You look terrific!
- Shit ! I've lost my keys!

**Exclamation marks** are used to exclaim something. They are commonly used after interjections.

**Interjections** are the words or phrases that are used to:

- exclaim
- command
- protest like "wow" or "oh").

### UNIT -11

**Exclamation marks** can express the following emotions:

- **excitement** -  
"I can't wait to go to Disney!"
- **surprise** -  
"Oh! You already bought a car?"
- **astonishment** -  
"Wow! It is even bigger than I thought!"
- **emphasizing a point** -  
"No! We don't want to go to that place!"
- **another strong emotion** -  
"That news story made me cry!"

#### Exclamation Mark Examples

- Yes, I will marry you!
- Oh! That is a gorgeous dress!
- Wow! I can't believe I passed!
- She told me that you're coming!
- Help! I locked myself out!
- No! I forgot my homework!
- Use two coats of paint!

#### Question mark?

**Question marks** come at the end of a sentence that asks a question.

- Would you like tea?
- Is your lawnmower broken?

#### Indirect Questions

Strictly speaking, you don't use a question mark in an indirect question that has become a statement.

- I asked if he was coming.
- He wanted to know what time the show started.

#### Direct Questions

The normal rule is to use a question mark in direct questions that are intended to get an answer, representing the full sentence.

- Would every student pass?
- Could you please help me?



## UNIT - 11

## PUNCTUATION

Exclamation marks can express the following emotions in writing:

- **excitement** -  
"I can't wait to go to Disneyland!"
- **surprise** -  
"Oh! You already bought a new car!"
- **astonishment** -  
"Wow! It is even bigger than I thought!"
- **emphasizing a point** -  
"No! We don't want to go to the party!"
- **another strong emotion** -  
"That news story made me so angry!"

### Exclamation Mark Examples

- Yes, I will marry you!
- Oh! That is a gorgeous dress!
- Wow! I can't believe I ran into you here.
- She told me that you're having a baby!
- Help! I locked myself out of my house!
- No! I forgot my homework again.
- Use two coats of paint, not one! express

### Question mark?

Question marks come after questions:

- Would you like tea or coffee?
- Is your lawnmower electrically powered or battery-operated?

### Indirect Questions

Strictly speaking, you never have a question mark at the end of an indirect question, that is, a question that has become a noun clause after an asking, telling or knowing verb:

- I asked if he was feeling all right.
- He wanted to know  
what time the show started.

### Direct Questions

The **normal rule** is that direct questions are followed by question marks. But some **direct questions** are intended as **politely** worded **commands**, after which a **full stop** can be used, representing the **falling tone** used by the speaker:

- Would everybody **Please** meet back here at five-thirty.
- **Could** you **please** close all the windows when you leave.



## UNIT -11

### PAUSE

#### Comma (,)

**Comma** is used to show the grammatical structure of a sentence, to mark pauses, and to clarify.

#### Commas used to separate clauses

##### In compound sentences

(1) A comma is often used before a co-ordinating conjunction (**attached**) such as **FANBOYS** (and, but, so etc). This happens particularly if the subject is repeated, or there is a new subject, in the second clause:

- I was already running late, **and** I didn't want to miss the train.
- I phoned Jack to invite him for lunch, **but** he didn't answer.
- Jack wasn't in his office, so I went for lunch by myself.

##### In complex sentences

With many types of adverbial clause (for example, time, place, condition, result, manner) a comma is not needed:

- I'll give you a call **when** I arrive at the station.
- The axe was lying **where** he had left it.
- I was so tired **that** I fell asleep standing up.

(2) A comma is often used before clauses of **reason, purpose, concession**:

- You must study conscientiously at school, **because** your future depends on it. (**reason**)
- Take time to plan your exam, **so that** you do not spend too long on any particular question. (**Purpose**)
- She still worried about her son, **even though** he was grown up. (**Concession**)

(3) If the adverbial clause begins the sentence, a comma after it is very common:

- **When** you're very worried about something, it's difficult to concentrate on anything else.
- **If** you need a ride into town, I could pick you up at 9.30.

(4) The defining type of relative clause should have no comma before it

- He is one of the men **who were digging up the road**.
- The police removed the vehicle **that had been blocking the road**.

**But**, A non-defining relative clause enclosed in another subordinate clause also needs commas on both sides:

- I'd heard that Peter, **who had organized the event**, was a bit disappointed.

## COMMAS USED TO SEPARATE PHRASES

### Adverbial Phrases

(1) An adverbial phrase that introduces a sentence is often followed by a comma. A comma is not so necessary after adverbial phrases of place and time, which form part of the statement:

- **On the whole**, we can congratulate ourselves on this year's figures.
- **At the very last minute** he agreed to sign.

## PUNCTUATION

## UNIT -11

You usually need a comma before a clause:  
• I like neutral colours, for instance, for  
• Fruits can serve as colour names, for

### Noun Phrases

You put **commas** round a proper noun or extra piece of information:  
The Chief Executive, Sir Abid W

### Participial Phrases

Participial phrases (phrases for marked off with a comma):  
• **Defeated by the noise in the night**,  
• **Having nothing much else to do**

## COMMAS USED TO SEPARATE

### Comma (,)

#### Adverbs

Sentence adverbs, giving the style marked off with a comma, or a sentence:  
• Unfortunately, I didn't receive  
• He was ill. He, however, turned  
• He was ill. However, he turned  
• Inevitably, the disagreement

Use a comma after a place for a preposition or conjunction:  
• Outside, the building was  
• Before, she had never

#### Nouns

Nouns in a list have commas:  
• I added mangoes, melons  
• He gained distinction

Some people like to put commas:  
• An actor needs courage

#### Adjectives

When you use a string of adjectives between them, for example:  
• **SIZE, COLOUR, SHAPE**  
He was carrying a large, heavy, brown bag.  
• **OPINION, QUALITY**  
The supermarkets are full of cheap, good quality food.

When you use a string of adjectives, for example:



## UNIT - 11

## PUNCTUATION

- (2) You usually need a comma before *for example* or *for instance*, with a comma or colon after it:
- I like neutral colours, *for instance*, beige and grey.
  - Fruits can serve as colour names, *for example*: plum, cherry, peach.

### Noun Phrases

- (3) You put **commas** round a **proper name** that is added after the noun phrase as an **explanation** or extra piece of information:
- The Chief Executive, Sir Abid Wazir Khan, brought proceedings to a close.

### Participial Phrases

- (4) Participial phrases (phrases formed with a present or past participle) often need to be marked off with a comma:
- *Deafened by the noise in the night club*, we went outside to talk.
  - *Having nothing much else to do*, I walked along to the museum.

## COMMAS USED TO SEPARATE WORDS

### Comma (,)

#### Adverbs

Sentence adverbs, giving the speaker's comment on the statement as a whole, are very often marked off with a comma, or a pair of commas:

- Unfortunately, I didn't receive your letter.
- He was ill. He, however, tried to come.
- He was ill. However, he tried to come.
- Inevitably, the disagreement escalated into a major quarrel.

Use a comma after a place or time adverb in cases where it might be mistaken at first sight for a preposition or conjunction:

- Outside, the building was grey and forbidding.
- Before, she had never worried about her appearance.

### Nouns

Nouns in a list have commas between them, with and between the final two items

- I added mangoes, melons and star fruit to the shopping list.
- He gained distinctions in maths, physics, biology and computer studies.

Some people like to put a comma also before "and" in such a list; this is not wrong:

- An actor needs courage, integrity, and imagination.

### Adjectives

When you use a string of adjectives that are of different kinds, you don't need commas between them, for example:

- **SIZE, COLOUR, MATERIAL:**

He was carrying a large blue cardboard file.

- **OPINION, QUALITY, ORIGIN:**

The supermarkets are stocking some excellent fruity Australian wines.

When you use a string of quality or opinion adjectives, you usually put commas between them, for example:



## PUNCTUATION

### UNIT -11

- **QUALITY:**  
She was wearing a shabby, faded jacket.
- **QUALITY:**  
Helen had always been one of those happy, confident, busy people.
- **OPINION:**  
She's a beautiful, sweet, charming girl.

Class or type adjectives can be used in a string without commas:

- She worked as an editor on a small-circulation specialist scientific journal
- He has a skilled manual job in a factory.

If you use two adjectives after a linking verb such as be, become or feel, you use and between them. If you use more than two adjectives, you put and between the last two, and commas between the others:

- He was to" and thin.
- He was tall, thin, short-sighted and bald.

### Commas for clarity

You should put a comma before and after the name of a person who is being addressed:

- Thank you, Helen, very much.
- Tom, do take your feet off the table.
- Is this your bag, Harry?

A comma comes before please:

- Do you have the time, please?
- A comma should come after yes and no:
- Yes, it's two thirty-five.
  - No, my watch has stopped.

### Semicolon (;)

A semicolon is used between two clauses that can really stand as sentences on their own. You use a semicolon to link them more closely, when a full stop would be too big a break.

A semicolon is most commonly used to link two **independent clauses** of **compound** sentences that are closely related in thought.

- Your friend had a **lethal weapon**; he nearly **killed** me with it.
- Semicolon is used to show a **balance** or **contrast** between the two clauses, or a **progress** from one statement to the next:
- I am here ; you are there. (**balance**)
- **Don't force** children to study;  
**be patient** with them. (**contrast**)
- We made too many **mistakes**;  
we **lost the game**. (**progress**)

A semicolon is used before Conjunctive Adverbs like **however, therefore** etc

- She wanted to go; **however**, she decided against it.
- Payment was received late; **therefore**, you will be fined.



## UNIT -11

## PUNCTUATION

### It's Old Fashioned!

Semicolon with "and," "but," and "or"

To outrank commas in the independent clauses, it is acceptable to use a **semicolon** before the "and," "but," and "or"

Before a war, military science seems a real science; but, after a war, it seems more like astrology.

### Colon (:)

The mark colon (:) used to introduce

#### (1) A List

- The bookstore specializes in three subjects: art, architecture, and graphic design

#### (2) An Explanation

- I have very little time to learn the language: my new job starts in five weeks.

#### (3) A Summary

- Five continents, three dozen countries, over a hundred cities: this was the trip of a lifetime.

#### (4) A Reported Speech

- He ended with the immortal words of Neil Young: "Rock and Roll can never die."

Colons can be useful for **reporting a conversation**, as though in a play:

**BEN:** What did the hunters say when they saw the elephants coming over the hill?

**ME:** I don't know; what did the hunters say when they saw the elephants coming over the hill?

### Non-grammatical uses of the colon

#### Time

The colon is used to separate hours from minutes, with no space before or after the colon.

Example: 11:35 a.m.

#### Ratio

The colon is used to express a ratio of two numbers, with no space before or after the colon.

Example 1:3

### MISUSE OF COLONS

A colon should not separate

- a noun from its verb
- a verb from its object
- subject complement
- a preposition from its object
- a subject from its predicate.

To illustrate, here is one of our sentences from above rewritten incorrectly.

#### **WRONG**

The three types of muscle in the body are: cardiac, smooth, and skeletal.

#### **RIGHT**

There are three types of muscle in the body: cardiac, smooth, and skeletal.



## PUNCTUATION

**FURTHER CLARIFICATION**  
**Parentheses ( )**  
 Parentheses (also called round brackets) are used to isolate the writer's comments or 'asides', additions, explanations etc. from the rest of the sentence:  
 Anthropologists (who have studied the development of human race) suggest that apes

- The anthropologists (who have studied the development of human race) suggest that apes and baboons share common ancestors.

You will notice that parentheses, in some cases, do a very similar job to that of a pair of commas:

- You will notice that past tense commas:
- The anthropologists, who have studied the development of human race, suggest that apes and baboons share common ancestors.

**Punctuation inside or outside Parentheses ( )?**  
If material in parentheses **ends** a sentence, the period goes **after** the parentheses.  
He gave me a nice bonus (\$500).

Periods go inside parentheses only if an entire sentence is inside the parentheses.

- Please read the analysis. (You'll be amazed.)
- Please read the analysis (you'll be amazed).

A question mark or exclamation mark that belongs to the words in brackets should come inside the closing bracket:

- We spend a lot of time buying second-hand books (what a hobby for us!).
- The person to advise you is Mrs Beauchamp (have I spelt her name correctly?).

**Dash (-)**  
**Dash** A dash is a little horizontal line that floats in the middle of a line of text (not at the bottom: that's an underscore). It's longer than a hyphen.

Dashes are used to separate groups of words, not to separate parts of words as a hyphen does. Dashes are of two types - **Em Dash** and **En Dash**:

- Twice as long as a hyphen, **the en dash** is a symbol (–) that is used in writing or printing to indicate a range, such as: 1880–1945

Longer than the **en dash**, the **em dash** can be used in place of a **comma**, **parenthesis** in sentence.

- She gave him her answer — No!

The **dash** indicates an interruption. Some other punctuation marks—commas, colon and parentheses—serve similar purposes.

If the sentence continues after the interruption, use a pair of dashes.

She saw her sisters—all five of them—standing in front of the building.

## UNIT -11

- ### UNIT - 1
- #### USE OF DASH
1. Use a dash to show a pause. My brothers—Richard and John—were very close.
  2. Use a dash to show an interruption. I attached the photo to my letter—when I remembered to do so.
  3. Use a dash like a color dash. There are three places to visit—Paris, Rome, and London.
  4. Use a dash to show the end of a sentence. When an entire word is omitted, a dash is used.

**Hyphen (-)**  
A short line (-) hyphen  
Hyphens have two functions  
**PHEN WITH P**

- The *ex* - mayor att
- He looks extremel
- A dictator thinks

- anti-, co-, non-
- anti-aircraft / ant
- anti-hero / anti-l
- co-pilot, non-na

**-LIKE AND -MANNER**  
Adjectives formed

- an owl-like expression
- We are like-minded

But some well-known

- childlike
- ladylike

- gender-aware
- a strange-sounding
- user-friendly

- Fifty-six b

- However, a h



## UNIT - 11

### USE OF DASH

1. Use a dash to show a **pause** or **break** in meaning in the middle of a sentence:  
• My brothers—Richard and John—are visiting Hanoi. (Could use commas/ brackets.)
2. Use a dash to show an **afterthought**:  
I attached the photo to my email—at least I hope I did!
3. Use a dash like a **colon** to introduce a list:  
• There are three places I'll never forget—Matotali, Multan and Islamabad.
4. Use a dash to show that letters or words are missing.  
When an entire word is missing, either two or three em dashes can be used.

### Hyphen (-)

A short line (-) **hyphen** is a form of dash (-). Its main purpose is to **glue words** together. Hyphens have two functions: to **join words** and to **divide words** at the end of a line of text.

#### (1) HYPHEN WITH PREFIXES: ex-, self-, all-

- The **ex**- mayor attended all the functions.
- He looks extremely **self**-satisfied.
- A dictator thinks of himself as **all**-powerful.

#### HYPHEN WITH SOME OTHER PREFIXES:

- **anti**-, **co**-, **non**-, **semi**-, **pro**-
- **anti**-aircraft / **anti**-tank
- **anti**-hero / **anti**-lock / **anti**-Semetic
- **co**-pilot, **non**-native, **semi**-final

#### -LIKE AND OTHER COMBINING ELEMENTS

Adjectives formed with **-like** have hyphens, whether before the noun or not:

- an **owl-like** expression
- We are **like-minded** people.

But some well-known “**-like**” adjectives are written as one word, for example:

- childlike
- ladylike

#### (1) THE COMBINING WORDS

**-aware**, **-friendly**, **-conscious**, **-looking**, **-sensitive**, **-sounding** are used with a hyphen, whether before the noun or not:

- gender-aware vocabulary
- a strange-sounding name
- user-friendly machine

#### (2) Hyphens and Numbers

Numbers between **twenty-one** and **ninety-nine** should be hyphenated when they're spelled out.

- Fifty-six butterflies are on the flower.

#### (3) Hyphen in Compound Adjective with Numbers

The principal made a **10-minute** speech.

However, a hyphen is not required if the number is the second word in the compound adjective.



## PUNCTUATION

### UNIT -11

#### EXAMPLES:

- He is a victim of **Type 2** diabetes.
- This elevator goes to **Basement 3**.

#### (3) HYPHENS FOR THE AGES

Hyphens are often used to tell the ages of people and things.  
Use hyphens if the period of time (year, month, weeks, day) is written in singular form:

- We have a **two-year-old** child.

#### NO HYPHENS:

The child is **two years** old.  
(Because years is plural.)

#### Exception:

The child is **one year** old.  
(Or day, week, month, etc.)

#### (4) HYPHEN WITH FRACTIONS

Use a fraction like half or quarter as part of a compound adjective.

- A **half-day** holiday was announced.
- A **quarter-million** dollars is still a large amount of money.
- You'll need **one-third** of a pound of flour and one egg.

#### MODIFIERS- COMPOUND WORDS AND HYPHEN:

Compound Modifiers are two words that work together to function like one adjective.

- **Fast-acting** medication can be useful when one has a headache.

#### COMPOUND WORDS:

When two words are used together to give a new meaning, a compound is formed.

#### KINDS OF COMPOUND WORDS:

Compound words can be written in three ways:

- 1) OPEN COMPOUND WORDS
- 2) CLOSED COMPOUND WORDS
- 3) HYPHENATED COMPOUND WORDS

#### 1) OPEN COMPOUND WORDS

- two unhyphenated words used together and spelled as two separate words with space between them
- ice cream      living room
- full moon      real estate
- dinner table      coffee mug

#### 2) CLOSED COMPOUND WORDS

- when two words used together and spelled as one single word without space or a hyphen
- closed compound words look like one word
- notebook      superman
- waistcoat      bookstore
- fireman      soulmate

### UNIT -11

- 3) HYPHENATED COMPOUND WORDS:
  - two words written with a hyphen
  - A rule of thumb to remember
  - if placed before the noun
  - a **long-term** solution
  - an **up-to-date** user guide
  - This solution is not for
  - This user guide is not

#### USE A HYPHEN TO:

- **recover**  
(= get better)
- **re-cover**  
(= to put a new cover on)
- **recreation**  
(= relaxation)
- **re-creation**  
(= the process of creating)

#### DO NOT USE A HYPHEN:

1. Don't use a hyphen
  - The singer performed
2. Don't need a hyphen
  - Do you expect
  - The room was

3. The adverb
  - the **very** ~~el~~
  - brilliantly
  - Following
  - the friend
  - a family-

#### SINGLE WORDS:

- Hyphenated
  - email in
  - teenage

#### Apostrophes:

The text c

- 1) Possessive
- 2) Omission
- 3) Plural

#### Apostrophes:

USE AN

To indi

KETS



## UNIT - 11

### 3) HYPHENATED COMPOUND WORDS

- two words written with a hyphen between them
- A rule of thumb to remember is that in most cases, a compound adjective is hyphenated if placed before the noun it modifies but not if placed after the noun.
- a **long-term** solution
- an **up-to-date** user guide (**BUT**)
- This solution is not for the **long term**.
- This user guide is not **up to date**.

### USE A HYPHEN TO AVOID AMBIGUITY:

- **recover**  
(= get better)
- **re-cover**  
(= to put a new cover on something)
- **recreation**  
(= relaxation)
- **re-creation**  
(= the process of creating something anew)

### DO NOT USE A HYPHEN:

1. Don't use a hyphen when the modifier comes after the noun it is describing.
  - The singer performing tonight is well known / ~~well-known~~.
2. Don't need a hyphen when your modifier is made up of an adverb and an adjective.
  - Do you expect me to believe this clearly impossible story? / ~~clearly-impossible~~ story?
  - The room was like a heavily-decorated chocolate box. / ~~heavily-decorated~~ chocolate box.
3. The adverb **very** and adverbs ending in **ly** are not hyphenated.
  - the ~~very-elegant~~ / very elegant watch
  - brilliantly played / ~~brilliantly-played~~ shot

Following **ly** words are not adverbs:

- the friendly-looking dog (correct)
- a family-owned café (correct)

### SINGLE WORDS WITH NO HYPHENS

Hyphenated words tend to become single words with no hyphens over time.

- email instead of e-mail
- teenager instead of teen-ager are increasingly common.

### Apostrophe (')

The text character apostrophe ('), which serves as a punctuation mark, is used to indicate:

- 1) **Possession** (Ali's book)
- 2) **Omission** (I'm; '99)
- 3) **Plural** (The Flemings).

### Apostrophe (') (possession)

#### USE AN APOSTROPHE

To indicate:



## PUNCTUATION

### UNIT -11

#### 1) THE POSSESSIVE CASE

(a) The mark ( ' ) is used **before** or **after** the letter 's' to show that something belongs to somebody.

- Sam's watch
- the horses' tails

(b) Show the possession of a compound noun (**mother-in-law**) with an apostrophe + s ( 's ) at the end of the word.

- my mother-in-law's hat

(c) If two people possess the same item, put the apostrophe + s ( 's ) after the second name only.

- Ali and Ahmad's house.

(d) In cases of separate rather than joint possession, use the possessive form for both.

- Ali's and Ahmad's bodies.

#### Apostrophe ( ' ) (Omission)

##### 2) THE OMISSION

The mark ( ' ) is used to show that one or more **letters** or **numbers** have been **left** out anywhere at the **start**, **end** or in the **mid** of a word.

- cannot = can't
- 10 April 1997 = 10 April '97

#### Apostrophe ( ' ) (Plural)

##### 3) THE PLURAL

a) the mark ( ' ) is used before the letter 's' to show the plural of a **letter** or **number** or a **figure**.

- How many 3's are there in 9?
- There are two m's in comma.
- It is the fashion of 1960's.
- Read do's / dos and don'ts.

(b) Many writers and editors prefer an apostrophe after single capitalized letters.

- straight A's / B's

(c) With groups of two or more capital letters, apostrophes seem less necessary.

- MPAs / ABCs.

(d) Regarding single-digit numbers, you are just as likely to see **2s** and **3s** as **2's** and **3's**.

(e) With double digits and above, many (but not everyone) regard the apostrophe as superfluous.

- I scored in the high 90s.

f) There are different schools of thought about years and decades. The following examples are all in widespread use:

- the 1990s / the 1990's
- the '90s / the 90's
- Awkward: the '90's

### UNIT -11

#### Apostrophe ( ' ) (Possessive)

1) If you're the guest of the Sheikh, you're the Sheikh's guest (Sheikh's).

2) If someone's name ends in H, the plural of Hastings is H's.

The members of the Jones family are the Hastings' / the Hastings' (Hastings' + es + apostrophe).

In serious writing, this is not done.

#### Apostrophe ( ' ) (Plural)

##### PLACEMENT OF APOSTROPHE

Let's see the placement of the apostrophe.

1. Add only ( ' )

Some writers and editors prefer to add ( ' ) + s

2. Add ( ' ) + s

Some other add ( ' )

- Texas's weather

#### Apostrophe ( ' ) (Plural)

##### 3) Add ( ' ) + s ( 's )

One method, common with common nouns ending in s

- the canvas's

##### 4) Add only an apostrophe ( ' )

Add only an apostrophe ( ' )

- Mr. Hastings' While talking to Mr. Hastings

#### Apostrophe ( ' ) (Plural)

##### DO NOT USE

##### 1) Plurals of letters and numbers

- Apostrophes
- I saw two
- Value y
- only

##### 2) Possessives

- Apostrophes
- hers,



## UNIT - 11

## PUNCTUATION

### Apostrophe (') (Possessive)

Possessive plurals of proper names ending in an s.

- 1) If you're the guest of the Sheikh family—the *Sheikhs*—you're the *Sheikhs'* guest (Sheikh + s + apostrophe).

- 2) If someone's name ends in an *s*, we must add an *-es* for the plural. The plural of *Hastings* is *Hastingses*.

The members of the Jones family are the *Joneses*.

- the *Hastings'* / the *Hastingses'* dog  
(*Hastings* + *es* + apostrophe) the *Jones'* car / the *Joneses'* car

*In serious writing, this rule must be followed no matter how strange or awkward the results.*

### Apostrophe (') (Placement)

#### PLACEMENT OF APOSTROPHE

Let's see the placement of an apostrophe with the nouns ending in an *s*.

#### 1. Add only ( ' )

Some writers and editors add only ( ' ) to all nouns ending in an *s* as in Texas.

- Texas' weather

#### 2. Add ( ' ) + s

Some other add ( ' ) + *s* to every proper noun.

- Texas' *s* weather

### Apostrophe (') (Possessive)

#### 3) Add ( ' ) + s ( 's )

One method, common in newspapers and magazines, is to add an apostrophe + *s* ( 's ) to common nouns ending in an *s*.

- the canvas's size

#### 4) Add only an apostrophe ( ' )

Add only a stand-alone apostrophe to proper nouns ending in an *s*.

- Mr. Hastings' pen

While talking about a pen belonging to Mr. Hastings, many people would **wrongly** write

Mr. Hasting's pen (his name is not Mr. Hasting).

### Apostrophe (') (Don't use)

#### DO NOT USE AN APOSTROPHE

#### 1) Plurals of Nouns

- Apostrophe is not used in forming the plural of ordinary words.
- I saw two dogs / *dog's*.
- Value your near and dear ones / *one's*.
- only

#### 2) Possessive Pronouns

Apostrophe is not used with the Possessive Pronouns.

- hers, yours, or theirs, its



## UNIT -11

## PUNCTUATION

### 3) Family Names.

Never use an apostrophe to make a name plural.

- The **Wilson's** / Wilsons are here.
- We visited the **Sanchez's** / Sanchezes.

**Beware** of false possessives, which often occur with nouns ending in s. Don't add apostrophes to noun-derived adjectives ending in s.

- He's a United States' / United States citizen.
- 4. It is often omitted in company names
- **Barclays** Bank
- **Habib** Bank

### Quotation Marks

#### DOUBLE QUOTATION MARKS

We use quotation marks with:

- 1) Direct quotes
- 2) Titles of certain works
- 3) Expressions implying the alternate meanings

#### PUNCTUATION WITH REPORTING VERB

If you put the **speaker** and **saying verb** before the **spoken words**, you can use either a **comma** or a **colon** before the opening quotation marks:

- Maria smiled, and said, "Thanks, Harry."
- Maria smiled and said: "Thanks, Harry."

#### SINGLE QUOTATION

Use single quotation marks for quotations within quotations.

Dan said, "In a town outside Brisbane, I saw '**Tourists go home**' written on a wall. But then someone told me, '**Pay it no mind, lad.**'"

#### PLACEMENT OF REPORTING SPEECH

The reporting speech can be used before or after the reported speech.

- "I don't care," **he** said.
- He said, "I don't care."

Do take care that all punctuation marks go within the quotation marks (inverted commas)

#### SINGLE QUOTATION

##### QUOTE WITHIN A QUOTE

Use single quotation marks for quotations within quotations.

- Dan said, "In a town outside Brisbane, I saw '**Tourists go home**' written on a wall. But then someone told me, '**Pay it no mind, lad.**'"

#### QUOTATIONS AND CAPITALIZATION

Sometimes, the text inside quotation marks is capitalized, other times it isn't.

**Start** the quote with a **capital** letter if you're quoting a complete sentence.

- He said, "**W**e are ruined!"

## UNIT -11

### DO NOT CAPITALIZE

1) **QUOTING A PHRASE**  
If you're quoting a phrase or a part of a sentence, do not capitalize.  
He called them "**s**melly and utterly

2) **INTERRUPT DIRECT QUOTATION**  
In case of interrupt direct quotations with a capital letter.

Examples:

He said, "I don't care."  
"Why," I asked, "don't you care?"  
Note that the first word of the Reported speech is not capitalized.

### ELLIPSIS

**ELLIPSIS OR THREE DOTS**  
• An ellipsis (plural: ellipses)

- Use an ellipsis when omitting a passage.
- Ellipses save space and by

### FULL QUOTATION:

"Today, after hours of careful

### WITH ELLIPSIS:

- "Today ... we vetoed the

### CAPITALIZATION

**CAPITALIZATION OF LETTERS**  
Capitalization is the writing of the first letter in uppercase.

### FUNCTION

The main function of capitalization is to identify people, places, or things.

- We can speak of a **Lake Michigan**, which

### CAPITAL LETTERS

- The first letter of the name of a person, place, or thing.
- We are a complex
- The Pronoun "I"
- Who am I?

### Every full stop

- The **U.S.A** ; Mr.
- All the acronyms
- **KIPS** ; **NUMS**

### KETS - PREP BOOK



## UNIT - 11

### DO NOT CAPITALIZE

#### (1) QUOTING A PHRASE

If you're quoting a phrase or a part of a sentence, don't start the quote with a capital letter.

- He called them "smelly and utterly annoying" and closed the door.

#### (2) INTERRUPT DIRECT QUOTATIONS

In case of interrupt direct quotations, do not start the second part of the reported text with a capital letter.

#### Examples:

He said, "I don't care."

"Why," I asked, "don't you care?"

Note that the first word of the Reported Speech begins with a writing letter.

### ELLIPSIS

#### ELLIPSIS OR THREE DOTS

- An ellipsis (plural: ellipses) is a punctuation mark consisting of three dots.
- Use an ellipsis when omitting a word, phrase, line, paragraph, or more from a quoted passage.
- Ellipses save space and by getting right to the point without delay or distraction:

#### FULL QUOTATION:

"Today, after hours of careful thought, we vetoed the bill."

#### WITH ELLIPSIS:

- "Today ... we vetoed the bill."

### CAPITALIZATION

#### CAPITALIZATION OF LETTERS:

Capitalization is the writing of a word with its first letter in uppercase and the remaining letters in lowercase.

### FUNCTION

The main function of capitals is to focus attention on particular elements within any group of people, places, or things.

- We can speak of a **lake** in the middle of the country, or we can be more specific and say **Lake Michigan**, which distinguishes it from every other **lake** on earth.

#### • CAPITAL LETTERS OR UPPER CASE

- The first letter of the first word of every sentence.
- **We** are a complex nation.
- The Pronoun "I" is always written in capital letter.
- Who am **I**?
- Every full stop is followed by a capital letter.
- The **U.S.A** ; Mr. **A**li
- All the acronyms are written in upper case except **laser**.
- **KIPS** ; **NUMS** ; **WAPDA**

## PUNCTUATION



## UNIT -11

## PUNCTUATION

- The first letter of the first word of a Reported Speech.
  - He said, "Why are you late?"
  - But, start the split Reported Speech with a writing letter.
  - "Why," I asked, "don't you care?"
- Capitalize the word after interjection or an exclamation.
  - Oh! That is a gorgeous dress!
  - Wow! No one can believe it.
- Every proper noun starts with a capital letter.
  - Allah, God (He), Pakistan
- Governmental matters
  - Department of Agriculture.
  - Days of the week
    - Monday, Sunday
  - Months of the year
    - May, August
- Historical episodes and eras
  - the French Revolution
  - the World War I
- Brand names and companies.
  - Levi's
  - General Tryes
- Start the names of planets with a capital letter.
  - Venus, Mars, Jupiter
  - Saturn, Uranus, Neptune
- Earth is capitalized when it is being discussed specifically.
- Earth travels through space.
- Mega structures and natural landmarks
  - the Eiffel Tower
  - the Mount Everest
- Races, nationalities, and tribes
  - Eskimos, Pakistani, Turks

### WORDS DERIVED FROM PROPER NOUNS

I like English, but math is my favorite subject.

"English" is capitalized because it is derived from the proper noun England, while "math" is not capitalized because it is not derived from a proper noun.)

Specific course titles should, however, be capitalized.

- I have to take Math 101 next year.

## UNIT -11

### CAPITALIZE JOB TITLES

- Capitalize job titles and ranks.
  - President Arif Alvi
  - Arif Alvi, the president
  - Uncle Sam
  - Sam, my uncle

Capitalize directions only

- The palace in North
- Do not capitalize "north"
- Drive six blocks north

- Names of Holy Books
  - the Quran, the Bible
- Special occasions
  - the Olympic Games
- Streets and roads
  - The Mall Road

### RECAP

#### HOW TO USE CAPITAL LETTERS

- You should always
  - (1) At the beginning of a sentence. Use a capital letter.
  - (2) In the names of people, places, and things. Use a capital letter.

#### (3) IN ABBREVIATIONS

- If you're using abbreviations, use capital letters.
  - BBC (British Broadcasting Corporation)
  - USA (United States of America)
  - MP (Member of Parliament)

#### (4) IN THE TITLES OF BOOKS, MOVIES, AND TV SHOWS

- Use a capital letter for the first letter of each word in the title, except for articles, prepositions, and conjunctions.
  - Pride and Prejudice
  - Christmas



## UNIT -11

### CAPITALIZE JOB TITLES AND RELATIONS

- Capitalize job titles and relations when they come immediately before a name.
- President Arif Alvi
  - Arif Alvi, the president
  - Uncle Sam
  - Sam, my uncle

### PUNCTUATION

- Capitalize directions only when they refer to specific region.
- The palace in North America.
  - Do not capitalize "north," "south," "east," or "west" when giving directions:
  - Drive six blocks north, and then turn east.

- Names of Holy Books
- the Quran, the Bible
- Special occasions
- the Olympic Games
- Streets and roads
- The Mall Road

### RECAP

#### HOW TO USE CAPITAL LETTERS

You should always use a capital letter in the following situations:

##### (1) At the beginning of a sentence

Use a capital letter at the beginning of a sentence:

The museum has huge potential. It will be a great boost to the area. We are really excited about it.

##### (2) In the names of people, places, or related words;

Use a capital letter when you are writing the names of people, places, and words relating to them:

Africa

African

Buddha

Buddhism

Shakespeare

Shakespearean

##### (3) IN ABBREVIATIONS

If you're using the first letter of the abbreviated words, every letter should be a capital.

- BBC (British Broadcasting Corporation)
- USA (United States of America)
- MP (Member of Parliament)

##### (4) IN THE TITLES OF BOOKS, FILMS, ORGANIZATIONS, ETC.

Use a capital letter in the titles of books and other publications, films, organizations, special days, etc.

In such cases, you need a capital letter for all the main words but not for the connecting words such as a, an, the, or, and, etc.

- Pride and Prejudice
- Christmas Day the Houses of Parliament.



## UNIT -11

### CAPITALIZATION

#### ABSTRACT NOUN

Abstract nouns, when personified, are capitalized. For example:  
**The Beauty said, I am supreme.**

#### Do not capitalize

Here is a list of categories not capitalized unless an item contains a proper noun or proper adjective (or, sometimes, a trademark).  
 In such cases, only the proper noun or adjective is capitalized.

#### HEAVENLY BODIES BESIDES PLANETS

- the moon
- the sun

#### ANIMALS

- black bear
- German shepherd

#### SEASONS AND SEASONAL DATA

- spring, summertime
- Plants, vegetables, and fruits
- cactus, carrot, mango

#### MINERALS

- iron, copper

#### MEDICAL CONDITIONS

- tuberculosis
- Parkinson's disease

Do not capitalize "north," "south," "east," or "west" when giving directions:

- Drive six blocks north, and then turn east.

### PUNCTUATION

## 12 UNIT

**PARTS OF A SENTENCE**  
 Basically, there are two parts of a sentence:  
 1) **Subject**  
 2) **predicate**  
 The subject refers to the part of a sentence that tells what the sentence is about.  
 The predicate refers to the part of a sentence that tells what the subject does or is.

### SUBJECT

In general, the subject refers to what the sentence is about. The subject is a noun or pronoun. Subject may be written or implied.  
 • Students protested.  
 • They did not go to school.  
 • The black cat was sleeping.  
 • That the students protested.  
 • Run. means You run.

### PLACEMENT OF A SUBJECT

In a sentence, a subject can be placed in different positions.  
 • at the start  
 A shepherd hears a barking sound.  
 • in the mid  
 A barking sound a shepherd hears.  
 • at the end  
 Up the hills lives a shepherd.

### TYPES OF SUBJECT

• Simple Subject  
 It is just one word.  
 - Man is mortal.  
 - He tries to be immortal.

• Complete Subject  
 It is the simple subject plus its modifiers.  
 - The black cat was sleeping.

• Compound Subject  
 It is two simple subjects joined by a conjunction.  
 - Anum and Faizal are friends.



# 12 UNIT

## PARTS OF SENTENCE

### PARTS OF A SENTENCE

Basically, there are two parts of a sentence:

- 1) Subject
- 2) predicate

The subject refers to the part of the sentence that tells who or what the sentence is about.  
The predicate of a sentence includes the verb and everything that follows it.

### SUBJECT

In general, the subject refers to the part of the sentence that tells **who** or **what** the sentence is about. The subject is a **noun**, **pronoun** or **noun phrase/clause**.  
Subject may be written or understood (You).

- Students protested.
- They did not go to school.
- The black cat was sleeping.
- That the students protested was not good.
- Run. means You run.

### PLACEMENT OF A SUBJECT

In a sentence, a subject may be:

- **at the start**

A **shepherd** hears a barking sound.

- **in the mid**

A barking sound **a shepherd** hears.

- **at the end**

Up the hills lives **a shepherd**.

### TYPES OF SUBJECTS

- Simple Subject

It is just one word, a noun or a pronoun.

- **Man** is mortal.
- **He** tries to be immortal.

- Complete Subject

It is the simple subject plus all modifiers.

- **The black cat** was sleeping.

- Compound Subject

It is two simple subjects with a conjunction.

- **Anum and Faisal** are engaged.



## UNIT -12

### PREDICATE

The **predicate** includes the most essential element verb and everything that follows it.

- It tells us what the subject **does** with an action verb.
  - The baby **cried**.
- It describes the subject using a linking verbs and a complement.
  - The baby **is happy**.

### TYPES OF PREDICATE

- **Simple Predicate**  
The verb phrase alone is the simple predicate.
  - They **won**.
  - They **have won**.
- **Complete Predicate**  
It is the verb phrase plus all modifiers.
  - They **have won the match comprehensively**.
- **Compound Predicate**  
It is two verb phrases with a conjunction.
  - They **have won and made** a record.

### ADDITIONAL PARTS OF PREDICATE

A verb phrase is the essential part of a predicate. Among the additional things that may follow the verb phrase are:

- Object
- Complement
- Adverbial

### OBJECT

It is the **noun phrase**, **pronoun** or a **noun clause** being acted upon by the verb. It answers **whom** or **what**.

- I taught the students.
- I taught them.
- I taught English.
- I know what I have taught.

### KINDS OF OBJECTS

Objects are **noun phrases**. If these noun phrases are written after a preposition, these are the objects of a prepositions.

- He goes **to school**.
- There are two kinds of objects of verbs:

- Direct Object
- Indirect Object

## PARTS OF SENTENCE

## UNIT -12

Consider the following example:  
"Mum bought me a gift."  
"me" is an indirect object as it  
"a gift" is a direct object as it

- If there are two objects?
  - Persons are **indirect** objects.
  - Things are **direct** objects.

### COMPLEMENT

Complement is a word or a group of words which completes the meaning of another part of the sentence.

- subject complement
- object complement
- adjective complement
- adverbial complement

### SUBJECT COMPLEMENT

A subject complement is a word or a group of words which completes the meaning of the subject of the clause.

- A subject complement can be:
  - a noun:
  - a pronoun:
  - an adjective:
  - a preposition phrase:

### OBJECT COMPLEMENT

An object complement is a word or a group of words which completes the meaning of the object of a verb.

- It can be
  - a noun
  - adjective
  - infinitive

- a noun

The committee

- an adjective

She wanted

- an infinitive

I don't expect



## UNIT -12

Consider the following example:

- Mom bought me a gift.
- "me" is an indirect object as it answers "whom-?"
- "a gift" is a direct object as it answers "what-?"

If there are two objects?

- Persons are indirect objects.
- Things are direct objects.

### COMPLEMENT

Complement is a word or a groups of words that is necessary to complete the meaning another part of the sentence.

- subject complement
- object complement
- adjective complement
- adverbial complement

### SUBJECT COMPLEMENT

A subject complement is the information after a linking verb to describe, identify, or rename the subject of the clause.

A subject complement can be:

- a noun: Love is a virtue.
- a pronoun: It is I.
- an adjective: You look nice.
- a preposition phrase: The cat is in the shed.

### OBJECT COMPLEMENT

- An object complement is that describes, renames, or completes the meaning of the object of a verb.

- It can be
- a noun
- adjective
- infinitive

- a noun

The committee made *him* captain.

- an adjective

She wanted to make *him* happy.

- an infinitive

I don't expect *him* to approve.

## PARTS OF SENTENCE



## UNIT -12

### ADJECTIVE COMPLEMENT

An adjective complement is that provides information necessary to complete an adjective's meaning.

It can be:

- a prepositional phrases
- an infinitive phrases
- a noun clauses
- a prepositional phrases

I am *happy* with him.

- an infinitive phrases

I'm very *happy* to know you!

- a noun clauses

I'm *happy* that you have come.

### ADVERBIAL COMPLEMENT

- Adverbial complement is that is required to complete the meaning of the verb.
- Let the books be *put* on the shelf.
- The teacher *sent* the student home.

- VERB
- OBJECT
- PREPOSITION COMPLEMENT

Object of verb, Object of preposition and Object complement are also used as complements.

- The dog *chased* ..... (the cat).
- I got a challan *for* ..... (speeding).
- Please pass *me* ..... (the salt).

## PARTS OF SENTENCE

## 13 UNIT

### SENTENCE AND ITS KIND

**SENTENCE**  
A sentence is a group of words that express a complete thought.

### KINDS OF SENTENCES

- Declarative or Assertive sentence
- Interrogative sentence
- Imperative sentence
- Exclamatory sentence
- Optative sentence

### DECLARATIVE OR ASSERTIVE SENTENCE

A sentence that makes a statement.

### TYPES OF A DECLARATIVE SENTENCE

- Affirmative
- Negative

### AFFIRMATIVE SENTENCE

If the statement is true.

- Islamic is our religion.

### NEGATIVE SENTENCE

If the statement is false.

- We are not Muslims.

### INTERROGATIVE SENTENCE

A sentence that asks a question.

It ends with a question mark.

- Are you a Muslim?
- Where is the mosque?
- Do they pray?

### IMPERATIVE SENTENCE

A sentence that gives a command or instruction.

It ends with a period.

- Sit down.
- Keep quiet.
- Pray.



# 13 UNIT

## SENTENCE AND ITS KINDS

### SENTENCE AND ITS KINDS (FUNCTION)

#### SENTENCE

A sentence is a group of words that has at least a subject and a main verb to convey a complete thought.

#### KINDS OF SENTENCES BASED ON FUNCTION:

- Declarative or Assertive sentence
- Interrogative sentence
- Imperative sentence
- Exclamatory sentence
- Optative Sentence

#### DECLARATIVE OR ASSERTIVE

A sentence that makes a statement or assertion is called a declarative or assertive sentence.

#### TYPES OF A DECLARATIVE OR ASSERTIVE

- Affirmative
- Negative

#### AFFIRMATIVE SENTENCE

If the statement affirm something, it is called an affirmative sentence.

- Islamic is our religion.

#### NEGATIVE SENTENCE

If the statement negates something, it is called a negative sentence.

- We are not terrorists.

#### INTERROGATIVE SENTENCE

A sentence that asks a question is called an Interrogative sentence.

It ends with a question mark?

- Are you happy?
- Where were you last night?
- Do they not live here?

#### IMPERATIVE SENTENCE

A sentence that expresses a command or request, advice, suggestion, proposal is called an imperative sentence.

- Sit down. Don't move. (order)
- Kindly help. Please help. (request)
- Always speak the truth. (advice)



## SENTENCE AND ITS KINDS

### UNIT -13

- Never tell a lie. (advice)
- Let's go for a walk. (suggestion)

#### EXCLAMATORY SENTENCE

A sentence that expresses strong feeling is called an exclamatory sentence. It ends with an exclamation mark!

- What a lovely bouquet of flowers it is!
- Hurrah! We have won the match!
- Alas! We lost the match!

#### OPTATIVE SENTENCE

A sentence that expresses payer, wish, desire, curse etc. is called an optative sentence.

May you live long!

If only I were rich!

Let her come home safely! (wish)

May the devil take you!

#### SENTENCE AND ITS TYPES (STRUCTURE)

There are four types of sentences based on structure.

- simple sentences
- compound sentences
- complex sentences
- compound complex sentences

#### SIMPLE SENTENCE

Simple sentence is a sentence consisting of at least one independent clause.

- We read books.

A sentence will remain a simple sentence even with a relative clause.

- The boy, who met you, is my brother.

#### COMPOUND SENTENCE

Compound sentence is a sentence consisting of at least two independent clauses.

These clauses are linked by some coordinating conjunctions, or a punctuation mark or both.

- He reads, and we write.

#### COMPLEX SENTENCE

Complex sentence is a sentence consisting of at least one dependent and one independent clause. These clauses are linked by a subordinating conjunction.

- If he works hard, he will succeed.

#### COMPOUND COMPLEX SENTENCE

Compound Complex Sentence is a sentence consisting of at least one dependent and two independent clauses. These clauses are linked by a subordinating and coordinating conjunctions.

- If you push the button, someone will die, and you will get a \$50,000.

## 14 UNIT

PHRASE TYPES & FUNCTIONS  
PHRASE is an incomplete part of a sentence.  
1. Subject is missing  
2. Sometimes Verb (predicate) is missing  
3. Sometimes both are missing

- bark
- dog
- at night

Following are the types of phrases

- 1) Noun Phrase
- 2) Adjective Phrase
- 3) Genitive Phrase
- 4) Preposition Phrase
- 5) Verb Phrase
- 6) Adverb Phrase
- 7) Participle Phrase
- 8) Infinitive Phrase
- 9) Gerund Phrase
- 10) Absolute Phrase

#### IDENTIFICATION

(1)

Man



Noun  
Phrase

(2)

All



No  
Ph



# 14 UNIT

## PHRASES

### PHRASES TYPES & FUNCTIONS

PHRASE is an incomplete part of a sentence in which:

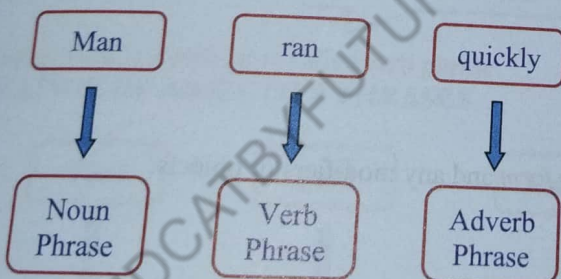
1. Subject is missing
  - barks
2. Sometimes Verb (predicate) is missing
  - dog
- Sometimes both are missing
  - at night

Following are the types of phrases:

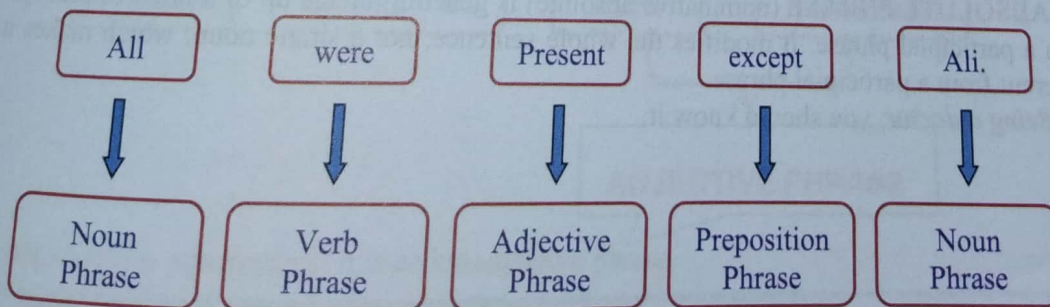
- 1) Noun Phrase
- 2) Adjective Phrase
- 3) Genitive Phrase
- 4) Preposition Phrase
- 5) Verb Phrase
- 6) Adverb Phrase
- 7) Participle Phrase
- 8) Infinitive Phrase
- 9) Gerund Phrase
- 10) Absolute Phrase

### IDENTIFICATION OF PHRASES

(1)



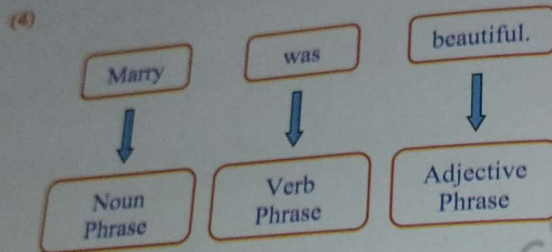
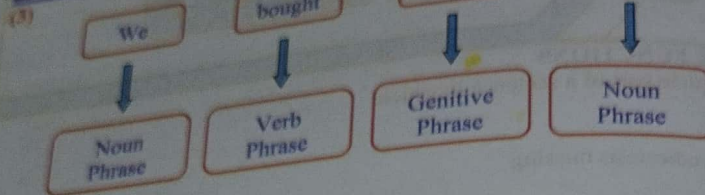
(2)





## UNIT -14

## PHRASES



### PARTICIPLE PHRASE

A **PARTICIPLE PHRASE** is an Adjective phrase headed by a participle:

- **Brimmed** with confidence, Ali blurted out the answer.
- **Peering** over the glasses, Ali looked to me.

### INFINITIVE PHRASE

An **INFINITIVE PHRASE** starts with an infinitive **to + v - I** and includes other modifiers or objects.

- **To err** is human.
- I want **to read** a book.

### GERUND PHRASE

A **GERUND PHRASE** comprises the **ing form** and any modifiers or objects.

- **Smoking** cigarettes is injurious.
- I dislike **smoking** cigarettes.

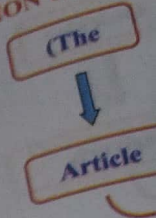
### ABSOLUTE PHRASE

An **ABSOLUTE PHRASE** (nominative absolute) is generally made up of a noun or pronoun with a participial phrase. It modifies the whole sentence, not a single noun, which makes it different from a participial phrase.

- **Being a doctor**, you should know it.

## UNIT -14

## FORMATION OF PHRASES



If the **head** word is  
**FORMATION OF**

The

Pr

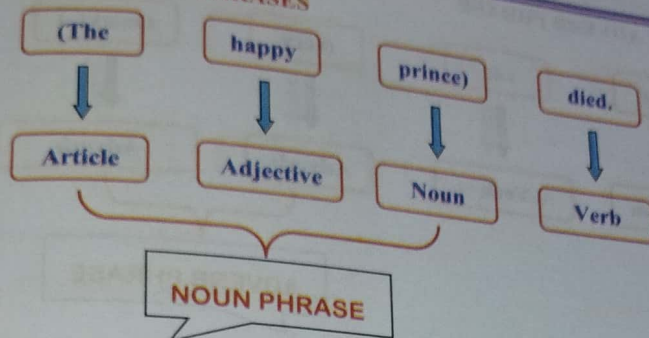
If the **head**  
**FORMA**



## UNIT -14

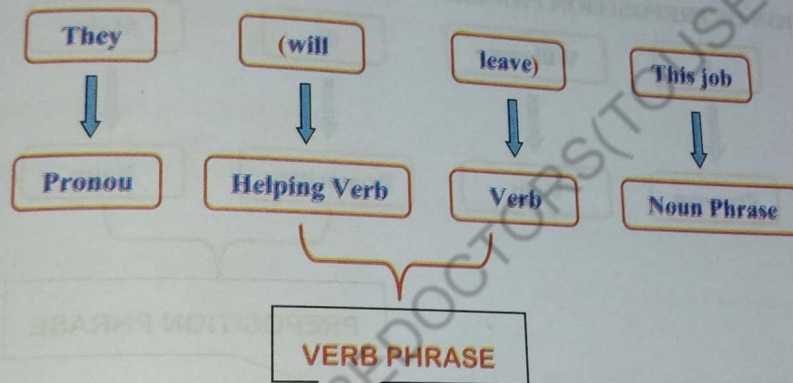
### FORMATION OF PHRASES

#### FORMATION OF NOUN PHRASES



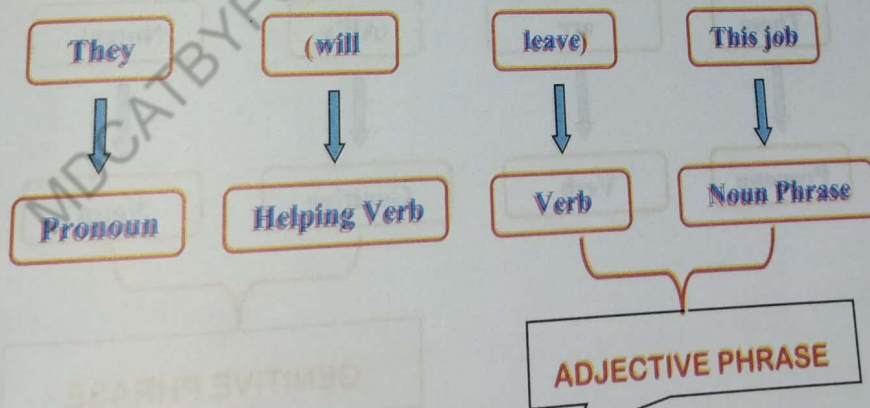
If the **head** word is a **noun**, it is called **noun phrase**.

#### FORMATION OF VERB PHRASES



If the **head** word is a **verb**, it is called **verb phrase**.

#### FORMATION OF ADJECTIVE PHRASES

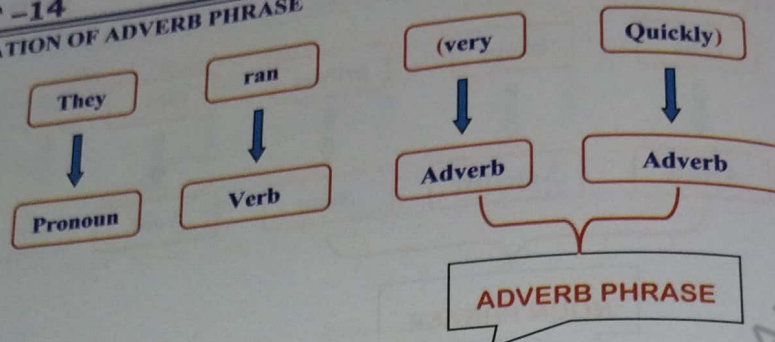


If the **head** word is an **adjective**, it is called **adjective phrase**.



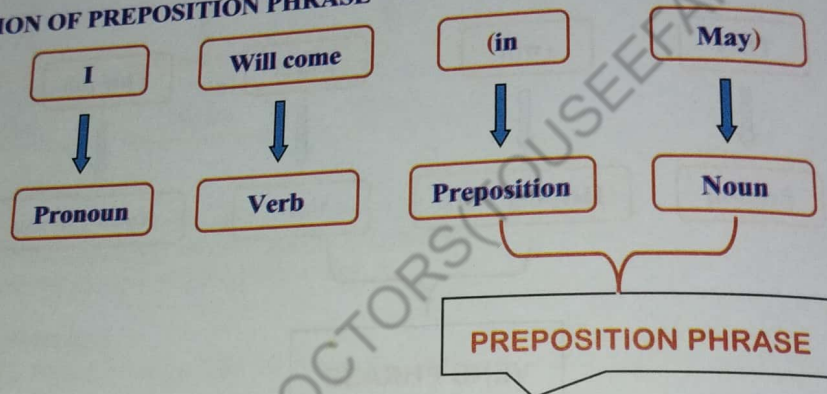
## UNIT -14

### FORMATION OF ADVERB PHRASE



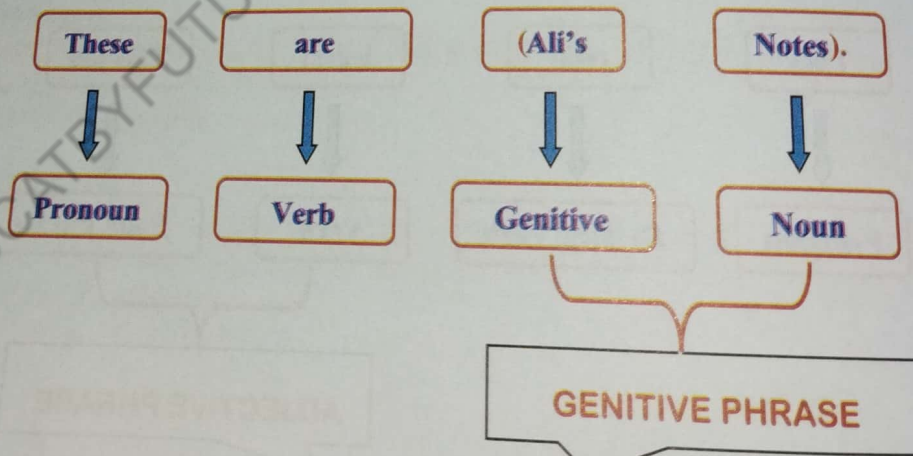
If the head word is an **adverb**, it is called **adverb phrase**.

### FORMATION OF PREPOSITION PHRASE



If the head word is a **preposition + noun**, it is called **preposition phrase**.

### FORMATION OF GENITIVE PHRASE



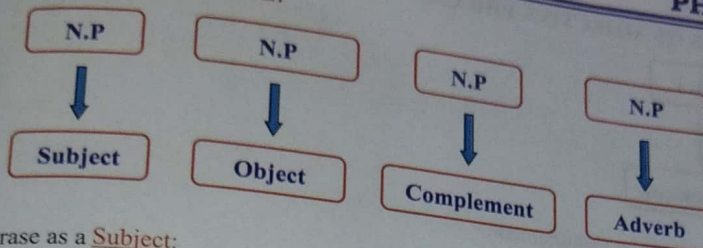
If the head word shows **possession**, it is called **genitive phrase**.



## UNIT -14

### FUNCTIONS OF PHRASES

#### FUNCTIONS OF NOUN PHRASE:



(i) Noun Phrase as a Subject:

Example: <sup>NP</sup>  
(The man) entered the house.  
S

(ii) Noun Phrase as an Object:

Example: He killed <sup>NP</sup>  
(the man).  
O

(iii) Noun Phrase as a Complement.

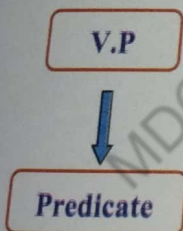
Example: His father is <sup>NP</sup>  
(a doctor).  
C

(iv) Noun Phrase as an Adverb.

Example: The man died <sup>NP</sup>  
(last week).  
A

#### FUNCTIONS OF VERB PHRASE:

A verb is the group of main verb and helping verbs within the predicate of a sentence.



Example: <sup>VP</sup>  
He (will leave).  
P

### PHRASES



## UNIT -14

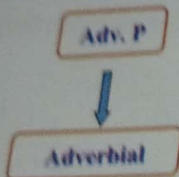
### FUNCTIONS OF ADJECTIVE PHRASE:



➤ Adjective Phrase as Complement: -

Example: Tea is (very hot).  
C

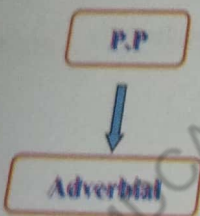
### FUNCTIONS OF ADVERB PHRASE:



➤ Adverb Phrase as Adverbial: -

Example: They ran (very quickly).  
A

### FUNCTIONS OF PREPOSITION PHRASE:



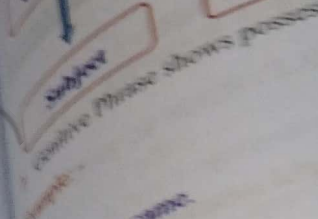
➤ Prepositional Phrase as an Adverbial: -

Example: She lives (in town).  
A

## PHRASES

### UNIT -14

#### FUNCTION OF GENITIVE PHRASE:



Example: -  
1. (Al's) son came.  
2. He met (Al's) son.  
3. He met (Al's) son.

#### FUNCTION OF INFINITIVE

1. SUBJECT  
He is human.
2. OBJECT  
I want to read a book.
3. COMPLEMENT  
He is to go.
4. ADJECTIVE  
The best book to read.
5. ADVERB  
Marie walked to bed.

#### FUNCTION OF GERUND

1. SUBJECT  
Smoking cigarettes.
2. OBJECT  
I don't like smoking.
3. COMPLEMENT  
His bad habits.

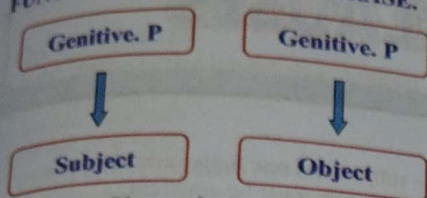
#### FUNCTION OF PARTICIPLE

1. MODIFIER  
Peering over the fence.  
The participant.  
Cracked from the heat.  
The participant.



## UNIT -14

### FUNCTION OF GENITIVE PHRASE.



➤ Genitive Phrase shows possession and can be used both as a Subject and Object.  
Example: -

- GP  
1) (Ali's) son came.  
S
- GP  
2) He met (Ali's) son.  
O

### FUNCTION OF INFINITIVE PHRASE.

#### 1. SUBJECT

*To err* is human.

#### 2. OBJECT

I want *to read* a book.

#### 3. COMPLEMENT

He is *to go*.

#### 4. ADJECTIVE

The best book *to understand* grammar is in your hand.

#### 5. ADVERB

Marie walked *to breathe* in some fresh air.

### FUNCTION OF GERUND PHRASE.

#### 1. SUBJECT

*Smoking cigarettes* is injurious to health.

#### 2. OBJECT

I don't like *smoking in public*.

#### 3. COMPLEMENT

His bad habits is *staying awake* late at night.

### FUNCTION OF PARTICIPLE PHRASE

#### 1. MODIFIER

*Peering over the top of his glasses*, her tutor shook his head.

- The participle phrase *Peering* over the top of his glasses describes *her tutor*.

*Cracked from top to bottom*, the mirror was now ruined.

- The participle phrase *cracked* from the top to bottom describes *the mirror*.



# 15 UNIT

## CLAUSES

### INDEPENDENT AND DEPENDENT CLAUSES

A Clause is a group of words which must have at least one **subject** and one finite **verb** of its own. The **subject** of a clause can be **written** or **understood**, but the verb must be apparent.

Clauses are mainly of two types:

- Independent Clause
- Dependent Clause

### INDEPENDENT CLAUSE

- An **Independent Clause** functions on its own to make a **meaningful sentence** and looks much like a **regular sentence**.
- A Sentence may contain one or more independent clauses.
- In a sentence two independent clauses can be connected by the coordinators: **(FAN BOYS)**.

F	A	N	B	O	Y	S
for	and	nor	but	or	yet	so

**CLAUSE-1:** I want to buy a phone.

**CLAUSE-2:** I don't have enough money.

I want to buy a phone, but I don't have money.

### DEPENDENT CLAUSE

A **Dependent Clause** alone cannot form a complete sentence because it leaves the idea **unfinished**. It is also called **subordinate** clause. Consider the following example:

*If you work hard,*

The subject **YOU** and a predicate **WORK** hard make it a clause. But this clause alone can not form a complete sentence. It depends on another clause to form a complete and meaningful sentence.

Hence, it is called a **Dependent Clause**.

The **subordinators** do the work of connecting the dependent clause to another clause to complete the sentence.

In each of the dependent clause, the **first word** is a **subordinator**. Subordinators include **relative pronouns**, subordinating **conjunctions**, and **noun clause markers**.

### TYPES OF DEPENDENT CLAUSE

Subtypes of dependent clauses or embedded clause include:

- 1) Noun Clauses
- 2) Adjective Clauses
- 3) Adverbial Clauses.



ct and one finite verb of its own  
verb must be apparent.

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coordinators:

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it leaves the idea  
mple:

use alone can not  
and meaningful

other clause to

ators include

## UNIT -15

### NOUN CLAUSE & ITS FUNCTIONS

### CLAUSES

#### 1. NOUN CLAUSE

A noun clause is also known as a "content clause". It provides content implied or commented upon by its main clause. A noun clause does the work of a noun. It can be:

- 1) Subject of a verb
- 2) Object of a verb
- 3) Object of a preposition
- 4) Complement of a verb / Adjective

#### FUNCTIONS OF NOUN CLauses

1. Subject of a verb:
  - That he is here is appreciated. (Subject of *is*)
2. Object of a verb:
  - I know he is here. (Object of *know*)
3. Object of a preposition:
  - She laughed at what I had done. (Object of *at*)
4. Complement of a verb/Adjective:
  - The fact is that he is a liar. (Complement of *is*)
  - I am happy that she is here. (Complement of *happy*)

#### IDENTIFICATION OF NOUN CLAUSES

Some of the English words that introduce noun clauses are:

*that, who, whoever, whether, why, what, how, when, and where.*

Notice that some of these words also introduce relative and adverbial clauses.

*A clause is a noun clause if it can be replaced by a pronoun (he, she, it, or they).*

#### Examples:

##### WHEN

- I don't know [when he discovered it.]

##### WHERE

- I don't know [where he discovered it.]

##### WHY

- I don't know [why he discovered it.]

##### HOW

- I don't know [how he discovered it.]

##### WHO

- I don't know [who discovered it.]

##### WHOSE

- I don't know [whose discovery it was.]

##### WHOM

- I don't know [whom he discovered. ]

##### WHICH

- I don't know [which he discovered. ]

##### THAT

- I don't know [that he discovered it.]



## UNIT -15

### WHETHER

- I don't know **whether** he discovered it.

### WHAT

- I don't know **what** he discovered.

### IF

- I don't know **if** he discovered it.

If the word before *that, who, whoever, whether, why, what, how, when, and where* is a verb these clauses will be noun clauses.

### ADJECTIVE CLAUSE

An adjective clause (also called **relative clause**) is a dependent clause that modifies a noun or pronoun. It tells which one or what kind.

### IDENTIFICATION OF ADJECTIVE CLAUSE

An adjective clause begins these words: *when, where, how, or why, who, whom, whose, that, what or which*.  
Adjective clauses almost always come right after the nouns they modify.

- These answer questions such as *what kind / how many / which one ?*

WHO  
WHOSE  
WHOM  
WHICH  
THAT  
WHEN  
WHERE

This is the boy **who** met you.  
This is the boy **whose** cat it is.  
This is the boy **whom** you met.  
This is the lion **which** we saw.  
This is the book **that** you read.  
This is the time **when** we come.  
This is the place **where** we met.

### TYPES OF ADJECTIVE CLAUSES

The Adjective or Relative clause may be:

- essential / restrictive / defining
- non - essential / restrictive / defining

The punctuation of an adjective clause depends on whether it is essential (restrictive) or nonessential (non-restrictive) and uses commas accordingly.

### ESSENTIAL CLAUSE

- An adjective clause is essential (restrictive or defining) if the information it contains is necessary to the meaning of the sentence. Essential clauses are **not set off with commas**.
- He is one of the boys **who stood first**.

### NON - ESSENTIAL CLAUSE

- An adjective clause is non - essential (non-restrictive or non - defining) if the information it contains is not necessary to the meaning of the sentence. Non - essential clauses are set off with commas.
- One of the boys, **who stood first**, met me.



## UNIT -15

### FUNCTIONS OF ADJECTIVE CLAUSE

An Adjective Clause or a relative clause performs the following adjectival functions:

- Noun Phrase Modifiers
- Noun Clause Modifiers
- Prepositional Phrase Modifiers

#### NOUN PHRASE MODIFIERS

This is the lion *that we saw in the zoo*.

#### NOUN CLAUSE MODIFIER

*That we lost the match, which is quite surprising*, disappoints me.

#### PREPOSITIONAL PHRASE MODIFIERS

This is the person *about whom I was talking*.

### ADVERB CLAUSE

- An adverbial clause is a dependent clause that functions as an adverb.
- That is, the entire clause modifies:
  - a verb
  - an adjective
  - another adverb.

### FUNCTIONS OF AN ADVERB CLAUSE

#### MODIFYING A VERB

- He performed *when his team needed*.

#### MODIFYING AN ADJECTIVE

- The team was happy *when he performed*.

#### MODIFYING ANOTHER ADVERB

- He played nicely *when his team needed*.

### IDENTIFICATION OF AN ADVERB CLAUSE

An Adverb clause begins with:

when, whenever, after, by the time, until, before, as soon as, till, where, since, as, because, for, as long as, while, so that, if, as if, though, although, yet, even though, as though, whereas, unless, in that case, under what condition, in case that, Provided that

### TYPES OF AN ADVERB CLAUSE

Adverbial clauses are divided into several groups according to the actions or senses of their conjunctions. Following are the types of Adverb clauses.

- **TIME**  
He came *when* [night had fallen].
- **PLACE** (where, anywhere, everywhere)  
He said he was happy *where* [he was].
- **CONDITION** (if, unless, lest, provided that)  
You can't succeed *if* [you don't work hard].
- **PURPOSE** (in order to/that, so that, in case)  
He works hard *so that* [he may succeed].
- **REASON** (because, since, as, given)  
He couldn't come *because* [he was ill].
- **CONCESSION** (although, though, while)  
He still loves her, *although* [she was faithless].



## UNIT -15

## CLAUSES

- **COMPARISON** (as...as, than, as)  
She can speak **as fluently as** [his teacher does].
- **MANNER** (Answering the question, "how")  
You can do **as** [it you wanted to do it.]
- **RESULT** (so...that, such...that)  
He is such a liar **that** [nobody believes him].

### ADJUNCT

An **adjunct** is a modifying **word, phrase** or **clause** that does not structurally affect the remainder of the sentence, if removed or discarded.  
I helped her **in the kitchen**.

### ADNOMINAL ADJUNCT

the discussion before the game – before the game is an adnominal adjunct.

### ADJECTIVAL ADJUNCT

very happy – very is an adjectival adjunct.

### ADVERBIAL ADJUNCT

too loudly – too is an adverbial adjunct.

### FUNCTIONS

#### FORMS AND DOMAINS

An adjunct can be:

#### Single word

She will leave **tomorrow**.

#### Phrase

She will leave **in the morning**.

#### Clause

She will leave **after she has had breakfast**.

### DISJUNCT

A **disjunct** is the **sentence adverb** or sentence adverbial which modifies a clause or a sentence within a sentence **rather than an adverb** modifying a **verb**, an **adjective** or another **adverb** within a sentence.  
**Honestly**, I didn't do it.

The term **disjunct** can be used to refer to any sentence element that is not fully integrated into the clausal structure of the sentence. Such elements usually appear peripherally (at the beginning or end of the sentence) and are set off from the rest of the sentence by a comma (in writing) and a pause (in speech)

Sometimes, the same word or phrase can be interpreted either as a disjunct or as a simple adjunct:  
They seriously worked in a mine.

### DISJUNCT MEANING:

I'm serious when I say that they worked in mine.

### ADJUNCT MEANING:

They worked with seriousness...

## 16 UNIT

Name the part of speech to which each expected better of him.

I	expected
Pronoun	Verb

Name the part of speech to which she gave a little laugh.

She	
Pronoun	

Name the part of speech to

1. A **blind** man is no
2. Every **cloud** has a
3. **Nip** the **evil** in the
4. **Oh**, I **already** know
5. It is **hard** work to

Say weather the under or preposition.

1. He spoke very **S**
2. He came **before**
3. He behaved **w**
4. They **polish** th
5. **Wisdom** is no

What part of s

- i. Whoever a

I	Who
	pron

- ii. The ac

The	
Article	



# 16 UNIT

## IDENTIFICATION OF POS

Name the part of speech to which each word belongs in the following sentence: (05)

I	expected	better	to	him
Pronoun	Verb	Noun	Preposition	Pronoun

Name the part of speech to which each word belongs in the following sentence: (05)

She	gave	a	little	laugh.
Pronoun	Verb	Article	Adjective	Noun

Name the part of speech to which the underlined word belongs to, in the following sentences?

1. A blind man is no judge of colours. Adjective/Preposition
2. Every cloud has a silver lining. Noun/Noun
3. Nip the evil in the bud. Verb/Noun
4. Ah, I already knew it. Interjection/Adverb
5. It is hard work but he is determined to work hard. Adjective/Adverb

Say whether the underlined word, in the following sentences, is noun, verb, adjective, adverb or preposition.

1. He spoke very Softly. Adverb
2. He came before the appointed time. Preposition
3. He behaved well. Adverb
4. They polish their shoes daily. Verb
5. Wisdom is not for sale. Noun

What part of speech is the each of the word in the following sentences.

- i. Whoever acts contrary to nature does not go unpunished.

I	Whoever	acts	contrary	to	nature	does	Not	go	unpunished
	pronoun	verb	adjective	prep.	noun	verb	adv.	verb	adjective

- ii. The accident resulted in the death of five people.

The	accident	resulted	in	the	death	of	five	people
Article	Noun	verb	prep.	article	noun	prep.	adj.	noun



## UNIT -16

### IDENTIFICATION OF POS

iii. The Atlantic Ocean separates European from America

The	Atlantic	ocean	separates	European	from	America
article	adjective	noun	verb	noun	prep.	noun

iv. Industry is the key to success.

Industry	is	the	key	of	success
noun	verb	article	noun	prep.	noun

v. He is too miserly to spend his money.

He	is	too	miserly	to spend	his	money
pronoun	verb	adverb.	adjective.	infinitive (verb)	adjective.	noun

### IDENTIFICATION TOOLS

According to the classical division, there are eight parts of speech. (NAP VAPCI)

1	Noun	2	Adjective	3	Pronoun	4	Verb
5	Adverb	6	Preposition	7	Conjunction	8	Interjection

But, the modern grammarians include determiners among parts of speech. Determiners are the words like; **a, an, the, this, that, these, those, each, every, any, some, my, one, two,** etc.

**Definition** Name of person, place or thing is called noun.

**Examples:** - Amir, Lahore, Notes. Etc.

### IDENTIFICATION OF NOUN

Nouns can be identified in different ways such as ending letters, placement and function.

#### 1. By ending letters

Generally, Nouns end at **tion, sion, ment, ing**

**Examples:** Station, Revision, Refreshment, Smoking,

#### 2. By Placement

We can also identify the Nouns by their placements (position) in the sentence.

➤ Noun may be used in the beginning of a sentence

**Example:** - Smoking is a bad habit.

➤ Nouns may be used at the end of the sentence.

**Example:** - The doctor forbade smoking

## UNIT -16

The words written after my  
Example: - She minded my

### 1. By Function

Nouns can be identified by the

As a Subject.

As an object.

As a complement.

Showing Possession

### ADJECTIVE

#### Definition

The word that we use to

adjective.

**Examples:** - Good, In

### IDENTIFICATION

Adjectives can be identified

#### 1. By the ending letter

Generally, Adjective

**Examples:** Colle

#### 2. By the placement

Generally, an a

**Example:** Bre

➤ Adjective may

**Example:** It

➤ Adjectives m

**Example:** F

➤ After an ob

**Example:**

➤ The word

**Example:**

### Definition

The word u

### IDENTIFI

➤ I, we, y

➤ Prono

with t

KETS - I



## UNIT -16

### IDENTIFICATION OF POS

➤ The words written after **my, our, your, their, his, her, its**, are nouns  
**Example:** - She minded my coming late

#### 3. By Function

Nouns can be identified by the function they perform in the sentence.

- **As a Subject.** **Example:** - The children are playing
- **As an object.** **Example:** - He teaches the students.
- **As a complement.** **Example:** - He is a teacher.
- **Showing Possession** **Example:** - This book is Ali's.

### ADJECTIVE

#### Definition

The word that we use before or after noun to describe or add meaning to noun is called an adjective.

**Examples:** - Good, Interesting etc.

### IDENTIFICATION OF ADJECTIVES

Adjectives can be identified in the following ways:

#### 1. By the ending letter.

Generally, Adjectives end at **ive, ic, able, ous, less, ful, en, ing**

**Examples:** Collective, fantastic, Readable, Luxurious, careless, beautiful, written, interesting.

#### 2. By the placement in the sentence.

➤ Generally, an adjective is written before a noun.

**Example:** Breaking News

Adj N

➤ Adjective may be used after the noun to lay stress.

**Example:** It was the movie worth watching.

N Adj

➤ Adjectives may be used after the certain verbs as a complement.

**Example:** He is happy.

V Adj

➤ After an object

**Example:** I found the movie interesting.

Obj Adj

➤ The word after article (a, an, the) may be Noun or Adjective.

**Example:** The best book.

Adj N

#### Definition

The word used in place of noun is called pronoun.

### IDENTIFICATION OF PRONOUN

➤ I, we, you, they, he, she, it, me, mine, ours, yours, theirs, them, him, her, are pronouns.

➤ Pronouns may be identified by their position or placement in the sentence this, I explain with the help of diagram.



## UNIT -16

## IDENTIFICATION OF POS

**Note:** The words before and after VERB can be pronouns.

**Examples:** i) who teaches you.  
P.N V P.N

ii) Whom do you love.  
P.N V P.N

**Note:** The words that answer Question words "who" and "whom" may be pronouns.

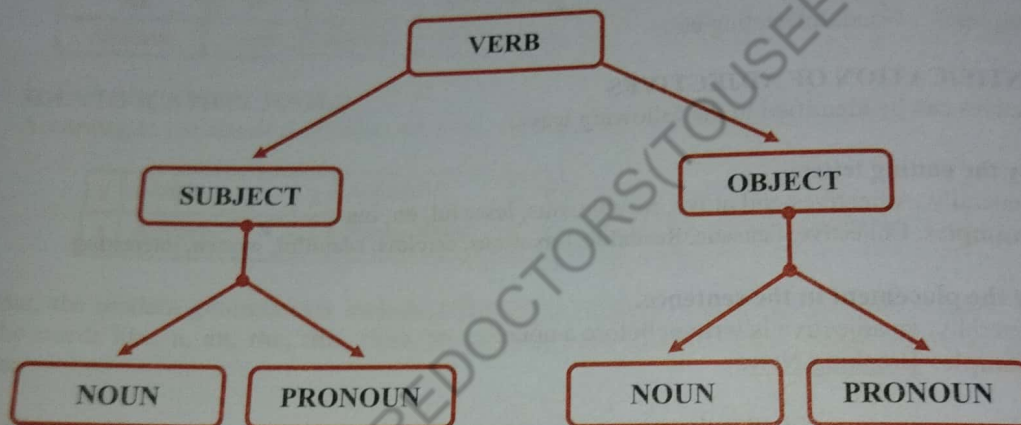
**Example:** Somebody surprised everybody.  
Who? Verb Whom?

### VERB

#### Definition

The word used to express an action or state called verb.

**Examples:** - Jump, is etc.



### IDENTIFICATION OF VERB

Verb can be identified with the help of following ways:

#### 1. By ending letters

Generally, a verb ends at: s, sh, ch, x, o, z, iate, ed, en, ing,

**Examples:** miss, finish, catch, fix, initiate, walked, strengthen, moving.

#### 2. By Placement

Generally, the first word of a predicate is verb.

SUBJECT	PREDICATE
He	Teaches us English daily.

- Verb includes all the four forms, Helping and Model verbs.
- The word after "to" may a verb. e.g To err is human.  
V



## UNIT -16

## IDENTIFICATION OF POS

### ADVERB

#### Definition

It is a qualifying word used to explain verb or an adjective or another adverb is called an adverb.

#### Examples: -

- (i) Juliet runs **quickly**.
  - (ii) Susan prepared a **very** delicious fruit dish.
  - (iii) He played **very well**.
- The words in bold are adverbs.

### IDENTIFICATION OF ADVERB

#### 1. By ending letters

➤ Generally, Adverb of Manner ends at "ly" e.g Nicely, loudly

**Note:** - After verbs of senses (see, sound, smells, touch, taste), **ly** is not used.

#### 2. By placement

Generally, Adverbs are written after verb but this position doesn't remain same all the times.

**Examples:** - i) He went down. ii) This pen write better.  
v Ad v Ad

➤ There are some other words that may be used as an adverb:

always, often, never, seldom, ever, perhaps, quite, too, just, almost, rather, enough, very, so.

#### 3. By question words

The words that answer the question words such as **how, where, when** etc. may be adverbs.

**Example:** - He welcomed us warmly there yesterday.  
How.? Where.? When.?

### PREPOSITION

#### Definition

The word use to describe relation, position or function of things is called preposition.

**Examples:** - in, on, at, to, for, between, among, up, below, under, over, into, onto, upon, with.

### IDENTIFICATION OF PREPOSITION

Generally the word before Noun or Pronoun may be preposition.

**Examples:** - i) This is good about Ali.  
Prep N  
ii) This is good about him.  
Prep Pron



## UNIT -16

### CONJUNCTION

#### Definition

The word used as connector is called conjunction

**Examples:** - You and I are fast friends.

### IDENTIFICATION OF CONJUNCTION

Following are words that may be called conjunctions.

both, and, but, still, yet, however therefore, for, so, or, nor, until, when before, unless, because, whether, if, that, after, although, as if.

### INTERJECTION

The word that expresses a sudden and unexpected feeling is called an interjection

**Examples:** - Hurrah!, Alas!, Vow!, What a!, Bravo! Well done!

### Words with more than one job

Name the underlined parts of speech in the following sentences:

- |   |           |
|---|-----------|
| 1. I have been working <u>all</u> day.  | Adjective |
| 2. <u>All</u> is not lost yet.          | Pronoun   |
| 3. Do you live <u>all</u> alone?        | Adverb    |
| 4. <u>All</u> of them were found guilty | Pronoun   |

Name the underlined parts of speech in the following sentences:

- |  |             |
|--|-------------|
| 1. Sit down and rest a <u>while</u> .                          | Noun        |
| 2. I will watch <u>while</u> you sleep.                        | Conjunction |
| 3. They <u>while</u> away their evenings with books and games. | Verb        |
| 4. He kept the <u>fast</u> for a week.                         | Noun        |
| 5. Muslims fast in the month of Ramzan.                        | Verb        |

Many words in English can have more than one job, or be more than one part of speech. For example, "work" can be a verb and a noun; "but" can be a conjunction and a preposition; "well" can be an adjective, an adverb and an interjection. In addition, many noun can act as adjectives.

To analyze the part of speech, ask yourself: "What **job** is this word doing in this sentence?"

In the table on the right you can see a few examples, Of course, there are more, even for some of the words in the table. In fact, if you look in a good dictionary you will see that the word but has six jobs to do such as: **Verb, noun, adverb, pronoun, preposition and conjunction!**

The following are some of the most important words, which may belong to different parts of speech according to the way in which they are used.



## UNIT -16

*Note: Always remember that it is the function or use that determines to which part of speech a word belongs in a given sentence.*

### IDENTIFICATION OF POS

WORD	PART OF SPEECH	EXAMPLE
<b>WORK</b>	noun	My <b>work</b> is easy.
	verb	I <b>work</b> in London.
<b>BUT</b>	conjunction	John came <b>but</b> Mary didn't come.
	preposition	Everyone came <b>but</b> Mary.
<b>WELL</b>	adjective	Are you <b>well</b> ?
	adverb	She speaks <b>well</b> .
	interjection	<b>Well!</b> That's expensive!

### THE SAME WORD USED AS DIFFERENT PART OF SPEECH

#### WORDS WITH MORE THAN ONE JOB

Many words in English can have more than one job, or be more than one part of speech. For example, "work" can be a verb and a noun; "but" can be a conjunction and a preposition; "well" can be an adjective, an adverb and an interjection. In addition, many noun can act as adjectives.

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# UNIT -16

## IDENTIFICATION OF POS

WORD	PART OF SPEECH	EXAMPLE
WORK	noun	My <b>work</b> is easy.
	verb	I <b>work</b> in London.
BUT	conjunction	John came <b>but</b> Mary didn't come.
	preposition	Everyone came <b>but</b> Marry.
WELL	adjective	Are you <b>well</b> ?
	adverb	She speaks <b>well</b> .
	interjection	<b>Well!</b> That's expensive!
AFTER NOON	noun	We ate in the <b>afternoon</b> .
	noun acting as adjective	We had <b>afternoon</b> tea.
ABOUT	Adverb	They wandered <b>about</b> in sheepskins and goatskins.
	Preposition	There is something pleasing <b>about</b> him.
ABOVE	Adverb	The heavens are <b>above</b> .
	Preposition	The moral law is <b>above</b> the civil.
	Adjective	Analyze the <b>above</b> sentence.
	Noun	Our blessings come from <b>above</b> .
AFTER	Adverb	They arrived soon <b>after</b> .
	Preposition	He takes <b>after</b> his father.
	Adjective	In <b>after</b> days, he remained peaceful.
	Conjunction	We went away <b>after</b> they had left.
ALL	Adjective	<b>All</b> men are mortal.
	Adverb	He was <b>all</b> -alone when I saw him.
	Pronoun	<b>All</b> spoke in his favor.
	Noun	He lost his <b>all</b> in speculation.
ANY	Adjective	Are there <b>any</b> witnesses present?
	Pronoun	Does <b>any</b> of you know anything about it?
	Adverb	Is that <b>any</b> better?
AS	Adverb	We walked <b>as</b> fast as we could.
	Conjunction	<b>As</b> he was poor, I helped him.
	Relat. Pron.	She likes the same color <b>as</b> I do.
BEFORE	Adverb	I have seen you <b>before</b> .
	Preposition	He came <b>before</b> the appointed time.
	Conjunction	He went away <b>before</b> I came.

# UNIT -16

BETTER	Adjective
	Adverb
	Noun
	Verb
BOTH	Adjective
	Preposition
	Conjunction
	Adjective
	Pronoun
BUT	Conjunction
	Preposition
	Adjective
	Noun
DOWN	Adverb
	Preposition
EITHER	Conjunction
	Adjective
ELSE	Adverb
ENCORE	Adverb
	Adjective
	Noun
	Verb



# UNIT -16

## IDENTIFICATION OF POS

<b>BETTER</b>	Adjective	I think yours is a <b>better</b> plan.
	Adverb	I know <b>better</b> .
	Noun	Give place to your <b>better</b> .
	Verb	I will <b>better</b> my work.
<b>BOTH</b>	Adjective	You cannot have it <b>both</b> ways.
	Pronoun	<b>Both</b> of them are dead.
	Conjunction	<b>Both</b> the cashier and accountant are Hindus.
	Adverb	It is <b>but</b> (=only) right to admit our faults.
<b>BUT</b>	Preposition	None <b>but</b> (=except) the brave deserves the fair.
	Conjunction	We tried hard, <b>but</b> did not succeed.
	Relat. pron	There is no one <b>but</b> likes him (=who does not like him.)
	Noun	Let's have no <b>buts</b> about it.
<b>DOWN</b>	Adverb	<b>Down</b> went the man.
	Preposition	The fire engine came rushing <b>down</b> the hill.
	Adjective	The porter was killed by the <b>down</b> train.
	Noun	He has seen the ups and <b>downs</b> of life.
<b>EITHER</b>	Verb	<b>Down</b> with the tyrant!
	Adjective	<b>Either</b> bat is good enough.
	Pronoun	Ask <b>either</b> of them.
	Conjunction	He must <b>either</b> work or starve.
<b>ELSE</b>	Adjective	I have something <b>else</b> for you.
	Adverb	Shall we look anywhere <b>else</b> ?
	Conjunction	Make haste, <b>else</b> you will miss the train.
<b>ENOUGH</b>	Adjective	There is time <b>enough</b> and to spare.
	Adverb	You know well <b>enough</b> what I mean.
	Noun	I have had <b>enough</b> of this.
<b>EVEN</b>	Adjective	The chances are <b>even</b> .
	Verb	Let us <b>even</b> the ground.
	Adverb	Does he <b>even</b> suspect the danger?
<b>EXCEPT</b>	Verb	If we <b>except</b> Ali, all are to be blamed.
	Preposition	All were present <b>except</b> Ali.
	Conjunction	I will not let them go <b>except</b> (= unless) you ask me.
<b>FOR</b>	Preposition	I can shift <b>for</b> myself.
	Conjunction	Give thanks unto the Lord; <b>for</b> He is good.
<b>LESS</b>	Adjective	You are paying <b>less</b> attention to your studies.
	Adverb	The population of Pakistan is <b>less</b> than that of China.
	Noun	He won't be satisfied with <b>less</b> .
	Preposition	A salary of 30,000 <b>less</b> tax and insurance.



# UNIT -16

# IDENTIFICATION OF POS

<b>LIKE</b>	Adjective	They are men of <b>like</b> build and nature.
	Preposition	Do not talk <b>like</b> that.
	Adverb	<b>Like</b> as a father pitied his own children.
	Noun	We shall not see his <b>like</b> again.
	Verb	Children <b>like</b> sweets.
	Conjunction	I didn't turn out <b>like</b> (as well as) I intended.
<b>LITTLE</b>	Adjective	There is <b>little</b> danger in going there.
	Noun	Man wants but <b>little</b> here below.
	Adverb	He eats very <b>little</b> .
<b>MORE</b>	Adjective	We want <b>more</b> men like him.
	Pronoun	<b>More</b> of us die in bed than out of it.
	Adverb	You should talk less and work <b>more</b> .
<b>MUCH</b>	Adjective	There is <b>much</b> sense in what he says.
	Pronoun	<b>Much</b> of it is true.
	Adverb	He boasts too <b>much</b> .
<b>NEAR</b>	Adverb	Draw <b>near</b> and listen.
	Preposition	His house is <b>near</b> the Masque.
	Adjective	He is a <b>near</b> relation.
	Verb	The time <b>near</b> s.
<b>NEEDS</b>	Noun	My <b>needs</b> are few.
	Verb	It <b>needs</b> to be done with care.
	Adverb	He <b>needs</b> must come.
<b>NEITHER</b>	Conjunction	Give me <b>neither</b> poverty nor riches.
	Adjective	<b>Neither</b> accusation is true.
	Pronoun	It is difficult to negotiate where <b>neither</b> will trust.
<b>NEXT</b>	Adjective	I shall see you <b>next</b> Monday.
	Adverb	What <b>next</b> ?
	Preposition	He was sitting <b>next</b> to her.
	Noun	I shall tell you more about it in my <b>next</b> .
<b>NO</b>	Adjective	It is <b>no</b> joke.
	Adverb	He is <b>no</b> more.
	Noun	I will not take a <b>no</b> .
<b>ONCE</b>	Adverb	I was young <b>once</b> .
	Conjunction	<b>Once</b> he hesitates we have him.
	Noun	Please help me for <b>once</b> .
<b>ONE</b>	Adjective	<b>One</b> day I met him in the street.
	Pronoun	The little <b>one</b> cried for joy.
	Noun	<b>One</b> would think he was mad.

# UNIT -16

ONLY

OVER

RIGHT

ROUND

SINCE

S

S



UNIT -16

IDENTIFICATION OF POS

<b>ONLY</b>	Adjective	It was his <b>only</b> chance.
	Adverb	He was <b>only</b> foolish.
	Conjunction	Take what I have, <b>only</b> (= but) let me go.
<b>OVER</b>	Adverb	Read it <b>over</b> carefully.
	Noun	In one <b>over</b> he took three wickets.
	Preposition	At thirty, a change came <b>over</b> him.
<b>RIGHT</b>	Verb	That is a fault that will <b>right</b> itself.
	Adjective	He is the <b>right</b> man for the position.
	Noun	I ask it as a <b>right</b> .
<b>ROUND</b>	Adverb	He stood <b>right</b> in my way.
	Adjective	A square peg in a <b>round</b> hole.
	Noun	The evening was a <b>round</b> of pleasures.
	Adverb	He came <b>round</b> to their belief.
	Preposition	The earth revolves <b>round</b> the sun.
	Verb	We shall <b>round</b> the city.
<b>SINCE</b>	Preposition	<b>Since</b> that day I have not seen him.
	Conjunction	<b>Since</b> there's no help, come, let us go away.
	Adverb	I have not seen him <b>since</b> .
<b>SO</b>	Adverb	I am <b>so</b> sorry.
	Conjunction	He was poor, <b>so</b> they helped him.
<b>SOME</b>	Adjective	We must find <b>some</b> way out of it.
	Pronoun	<b>Some</b> say one thing and others another.
	Adverb	<b>Some</b> thirty boys were present.
<b>STILL</b>	Verb	With his name the mother's <b>still</b> their babies.
	Adjective	<b>Still</b> water run deep.
	Noun	Her sobs could be heard in the <b>still</b> of night.
	Adverb	He is <b>still</b> in business.
<b>SUCH</b>	Adjective	Don't be in <b>such</b> a hurry.
	Pronoun	<b>Such</b> was not my intention.
<b>THAT</b>	Demonst Adj.	What is <b>that</b> noise?
	Demonst.Pron	<b>That</b> is what I want.
	Adverb	I have done <b>that</b> much only.
	Relative Pron.	The evil <b>that</b> men do lives after them.
<b>THE</b>	Conjunction	He lives so <b>that</b> he may eat.
	Def. Article	<b>The</b> cat loves comfort.
	Adverb	<b>The</b> wiser he is the better.
<b>TILL</b>	Preposition	Never put off <b>till</b> tomorrow what you can do to-day.
	Conjunction	Do not start <b>till</b> I give the word.
<b>UP</b>	Adverb	Prices are <b>up</b> .
	Preposition	Let us go <b>up</b> the hill.
	Adjective	The next <b>up</b> train will leave here at 12:30.
	Noun	They had their <b>ups</b> and downs of life.



# UNIT -16

## IDENTIFICATION OF POS

WELL	Noun	Let <b>well</b> alone.
	Adjective	I hope you are now <b>well</b> .
	Adverb	<b>Well</b> begun is half done.
WHAT	Interjection	<b>Well</b> , who would have thought it?
	Interrogative	<b>What</b> evidence have you got.
	Adjective	<b>What!</b> You don't mean to say so?
	Interjection	<b>What</b> does he want?
	Pronoun	Give me <b>what</b> you can.
	Relative	<b>What</b> by fire and what by sword, the country was laid waste.
WHILE	Pronoun	Sit down and rest a <b>while</b> .
	Adverb	They <b>while</b> away their evenings with books and games.
	Conjunction	<b>While</b> a great poet, he is a greater novelist.
WHY	Inter. Adverb	<b>Why</b> did you do it?
	Relative. Adv	I know the reason <b>why</b> he did it.
	Interjection	<b>Why</b> , it is surely you!
YET	Noun	This is not the time to go into the <b>why</b> .
	Adverb	There is more evidence <b>yet</b> to be offered.
	Conjunction	He is willing, <b>yet</b> unable.



# 17 UNIT

## ACTIVE AND PASSIVE VOICE

### ACTIVE & PASSIVE VOICE

#### VOICE

The voice of a verb describes the relationship between the action that the verb expresses and the participants (subject and object).

When the subject is the doer of the action, the verb is in the active voice.

When the subject is the recipient of the action, the verb is said to be in the passive voice.

Why Passive voice \_\_\_\_ at all?

(1) We don't know the agent.

The minister was killed.

(2) We want to avoid mentioning the agent.

The rubbish hasn't been collected.

(3) When the agent is understood.

The thief has been caught.

(4) When the agent is vague.

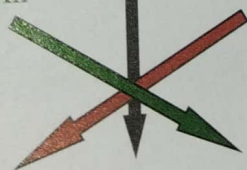
One, some body, we, you, they, people, we

While changing Active Voice into Passive Voice, we observe the following changes:

- 1) The object of the Active Voice sentence starts the Passive Voice sentence.
- 2) Use of Passive Voice Helping Verbs with The Past Participle (the 3<sup>rd</sup> Form of verb)
- 3) The Subject of the Active Voice sentence is written at the end of the Passive Voice sentence with a "by + the objective case".

#### ACTIVE AND PASSIVE VOICE

ACTIVE: Ali teaches English.



PASSIVE: English is taught by Ali.

Ali teaches English.

English is taught by Ali.

In this example, the subject and object both are nouns. But, these may be pronouns also. While changing the places of object and subject, we should change the cases of pronouns.



# ACTIVE AND PASSIVE VOICE

## UNIT -17

### CHANGE IN CASES OF PRONOUNS

Person	Subjective Case		Objective Case
1 <sup>st</sup>	I	←	me
	We	←	us
2 <sup>nd</sup>	You	←	you
	They	←	them
3 <sup>rd</sup>	She	←	her
	He	←	him
	It	←	it

### CHANGE OF PRONOUNS (Objective case into Subject case)

**I** ← **me**

Ali teaches me. ACTIVE

I am taught by Ali. PASSIVE

**We** ← **us**

Ali teaches us. ACTIVE

We are taught by Ali. PASSIVE

**You** ← **you**



Ali teaches you. ACTIVE


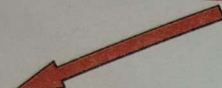
You are taught by Ali. PASSIVE


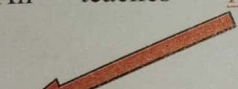



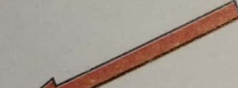
## UNIT -17

### ACTIVE AND PASSIVE VOICE

**He**  **him**  
 Ali teaches him. ACTIVE  
  
He is taught by Ali. PASSIVE

**She**  **her**  
 Ali teaches her. ACTIVE  
  
She is taught by Ali. PASSIVE

**It**  **it**  
 Ali teaches it. ACTIVE  
  
It is taught by Ali. PASSIVE

**They**  **them**  
 Ali teaches them. ACTIVE  
  
They are taught by Ali. PASSIVE



## UNIT -17

### SUBJECT INTO BY + OBJECTIVE CASE

Person	Subjective Case		Objective Case
1 <sup>st</sup>	I	→	by + me
	We	→	by + us
2 <sup>nd</sup>	You	→	by + you
	They	→	by + them
3 <sup>rd</sup>	She	→	by + her
	He	→	by + him
	It	→	by + it

### CHANGE OF PRONOUNS

(Subjective case into by+ Objective case)

**I** → **By + me**

I teach Ali. ACTIVE

Ali is taught by me. PASSIVE

**We** → **by + us**

We teach Ali. ACTIVE

Ali is taught by us. PASSIVE

**You** → **by + you**

You teach Ali. ACTIVE

Ali is taught by you. PASSIVE

## UNIT -17

**He**

He teaches Ali.

Ali is taught

**She**

She teaches

Ali is taught

**It**

It teaches

Ali is

**Th**

They

Ali



## UNIT -17

### ACTIVE AND PASSIVE VOICE

He



by + him

He teaches Ali.

ACTIVE

Ali is taught by him.

PASSIVE

She



by + her

She teaches Ali.

ACTIVE

Ali is taught by her.

PASSIVE

It



by + it

It teaches Ali.

ACTIVE

Ali is taught by it.

PASSIVE

They



by + them

They teach Ali.

ACTIVE

Ali is taught by them.

PASSIVE



## UNIT -17

### CHANGE OF TENSES

## ACTIVE AND PASSIVE VOICE

Tense	Simple (Active)		Simple (Passive)
Present	v-i + s/es do, does+ v-i	→	is, am, are + v-iii
Past	V-ii did + v - i	→	was / were + v-iii
Future	shall / will + v-i	→	shall / will + be + v-iii

Present v-i + s/es do, does+ v-i → Simple (Passive)

#### Examples

The boys play hockey. Active  
Hockey is played by the boys. Passive  
Ali teaches English. Active  
English is taught by Ali. Passive  
The boy does not play hockey. Active  
Hockey is not played by the boy. Passive

Past V-ii did + v - I → was / were + v-iii

#### Examples

Ali taught English. Active  
English was taught by Ali. Passive  
The boys did not play hockey. Active  
Hockey was not played by the boys. Passive

Future shall / will + v-I → shall / will + be + v-iii

#### Examples

The girl will sing a song. Active  
A song will be sung by the girl. Passive

Tense	Continuous (Active)		Continuous (Passive)
Present	is / am /are +v - ing	→	is / am /are + being + v-iii
Past	was / were + v - ing	→	was / were + being + v-iii
Future	shall / will be + v - ing	→	shall / will + be + being + v-iii

## UNIT -17

Present

Examples  
Ali is teaching English.  
English is being taught.  
The boys are not playing.  
Hockey is not being played.

Past

Examples  
The girl was singing.  
A song was being sung.

Tense
Present
Past
Future

Present

#### Examples

The boy has a book.  
The toy has a string.  
The student has a pen.  
The notes have been written.

Past

#### Example

The teacher was talking.  
The prize was being given.



## UNIT -17

## ACTIVE AND PASSIVE VOICE

Present is / am / are + v-ing → is / am / are + being + v-iii

### Examples

Ali is teaching English.  
English is being taught by Ali.  
The boys are not playing hockey.  
Hockey is not being played by the boys.

Active  
Passive  
Active  
Passive

Past was / were + v-ing → was / were + being + v-iii

### Examples

The girl was singing a song.  
A song was being sung by the girl.

Active  
Passive

Tense	Perfect (Active)		Perfect (Passive)
Present	has / have + v - iii	→	has / have been + v - iii
Past	had + v - iii	→	Had + been + v-iii
Future	shall have / will have + v-iii	→	Shall have / will have + been + v-iii

Present has / have + v - iii → has / have been + v - iii

### Examples

The boy has broken the toy.  
The toy has been broken by the boy.  
The students have purchased the notes.  
The notes have been purchased by the students.

Active  
Passive  
Active  
Passive

Past had + v - iii → Had + been + v-iii

### Examples

The teacher had announced the prize.  
The prize had been announced by the teacher.

Active  
Passive

Tense	P. Continuous (Active)		P. Continuous (Passive)
Present	has been / have been + v-ing	→	has been / have been + + being + v-iii
Past	had been + -ing form	→	had + been + being + v-iii
Future	shall have been / will have been + -ing form	→	Shall have been / will have been + being + v-iii



## ACTIVE AND PASSIVE VOICE

### UNIT -17

#### CHANGE OF MODAL VERB

(Active)		(Passive)
can, could	→	can, could + be + v-iii
may, might, must	→	may, might, must+ be + v-iii
will, shall, would, should	→	will, shall, would, should + be + v-iii

#### (ACTIVE)

can, could

The crane **can** lift heavy weight.  
The old man **could** catch the fish.

#### (PASSIVE)

can, could + be + v-iii

Heavy weight **can be lifted** by the crane.  
The fish **could be caught** by the old man.

may, might, must

The girls **may** sing a song.  
The farmer **might** kill the snake.

may, might, must+ be + v-iii

A song **may be sung** by the girls.  
The snake **might be killed** by the farmer.

will, shall, would, should

The students **should** attend the lecture.  
The cat **would** kill the rat.

will, shall, would, should + be + v-iii

The lecture **should be attended** by the students.  
The rat **would be killed** by the cat.

#### "To" of active voice

He **is to** write an essay.  
I **am to** write an essay  
You **are to** write an essay.  
She **was to** write an essay.

is followed by "to be + v-iii"

An essay **is to be written** by him.  
An essay **is to be written** by me.  
An essay **is to be written** by you.  
An essay **was to be written** by her.

#### "To" of active voice

They **were to** write an essay.  
He **has to** write an essay.  
They **have to** write an essay.  
He **had to** write an essay.

is followed by "to be + v-iii"

An essay **was to be written** by them.  
An essay **has to be written** by him.  
An essay **has to be written** by them.  
An essay **had to be written** by him.

#### "To" of active voice

He **will have to** write an essay.  
I **shall have to** write an essay.  
He **used to** write an essay.  
They **ought to** help the poor.

is followed by "to be + v-iii"

An essay **will have to be written** by him.  
An essay **will have to be written** by me.  
An essay **used to be written** by him.  
The poor **ought to be helped** by them.

#### CHANGE OF INTERROGATIVES INTERROGATIVE IN PASSIVE

1. Question with helping verb
2. Question with modal verb
3. Question with who



## UNIT -17

## ACTIVE AND PASSIVE VOICE

### INTERROGATIVE WITH HELPING VERBS

1. Like Active Voice, the place of helping verbs in the Passive Voice remains in the beginning; it means **only the helping verbs are changed but their place is not changed**.
2. Are, am, is, was, were, **take only being** after them in the Passive Voice.
3. (Has, have, had, **take only been** after them in the Passive Voice.
4. Modal verbs (can, could, may, might, will, shall, would, should, must, ought to **take only be** after them in Passive Voice.

### INTERROGATIVE WITH HELPING VERBS

Do you draw a map?	Active
Is a map drawn by you?	Passive
Was she getting pass marks?	Active
Were pass marks being got by her?	Passive
Will you have locked the house?	Active
Will the house have been locked by you?	Passive

### INTERROGATIVE WITH MODAL VERBS

Can the crane <b>lift</b> heavy weight?	Active
Can heavy weight <b>be lifted</b> by the crane?	Passive
Could the old man <b>catch</b> the fish?	Active
Could the fish <b>be caught</b> by the old man?	Passive
May the girls <b>sing</b> a song?	Active
May a song <b>be sung</b> by the girls?	Passive

While changing the active voice interrogative

- 1) **Who** is changed into **by whom**.
- 2) Passive voice **helping verbs**.
- 3) The **third form** of verb.

Example with "Who"

Who opens the door?	Active
By <b>whom</b> is the door opened?	Passive

Example without "Who":

When will you <b>call</b> him?	Active
When will he <b>be called</b> by you?	Passive

### CHANGE OF IMPERATIVE

#### THE IMPERATIVE IN VOICE

The sentence that shows some command etc. is called an imperative sentence. Generally an imperative sentence begins with the first form of verb. To change an Active Imperative into Passive Imperative, we use the following steps:

- 1) Let is used in the beginning.
- 2) Objective case.
- 3) Be
- 4) The third form of verb.



## ACTIVE AND PASSIVE VOICE

### UNIT -17

#### THE IMPERATIVE IN VOICE

Open the door.	Active
Let the door be opened.	Passive
Learn this poem.	Active
Let this poem be learnt.	Passive
Do it.	Active
Let it be done.	Passive

#### THE IMPERATIVE NEGATIVE

We can change active imperative negative into passive voice in three different way:

- 1) Don't + let + object + be + v-iii.  
Don't let the door be opened.
- 2) Let not + object + be + v-iii.  
Let not the door be opened.
- 3) Let + object + not + be + v-iii.  
Let the door not be opened.

#### THE IMPERATIVE IN VOICE

Don't open the door.	Active
Don't let the door be opened.	Passive
Don't learn this poem.	Active
Let not this poem be learnt.	Passive
Don't do it.	Active
Let it not be done.	Passive

#### PREPOSITION IN VOICE

Before **person**, we use **by** whereas, before **things** we use **with**.

The painting covered the hole.	Active
The hole was covered with the painting.	Passive
A farmer killed a snake.	Active
A snake was killed by a farmer.	Passive

If there is some preposition after the verb, **preposition remains attached** to the verb in the passive voice.

We should look after the orphans.	Active
The orphans should be looked after by us.	Passive
The rich laughed at the poor.	Active
The poor were laughed at by the rich.	Passive

#### TWO OBJECTS IN VOICE

If the sentence has both the **direct object** (things) and **indirect object** (person), we can make the sentences in two ways:

##### 1) With Indirect Object:

- 1- Write the **indirect object** (some person).
- 2- Passive Voice **Helping Verb**.
- 3- **Third form** of verb.
- 4- **Direct object** (some thing).
- 5- **By + objective case**

### UNIT -17

#### CHANGE WITH

Ali teaches us English.  
We are taught English.  
He gave me gifts.  
I was given gifts by him.  
I sent you message.  
You were sent message.

#### 1- CHANGE WITH

- 1- Write the **direct object**.
- 2- Passive Voice
- 3- **Third form** of verb.
- 4- **to + direct object**
- 5- **By + objective case**

Ali teaches us English.  
English is taught by Ali.  
He gave me gifts.  
Gifts were given by him.  
I sent you message.  
Messages were sent by me.

#### SPECIAL CASE

**SUBJECT + VERB**  
• We watched the match.  
In these examples

- 1) First of all  
The player
- 2) Omit by  
The player
- 3) Verb-I is  
The player

#### SUBJECT

↓  
We

(The player)



## UNIT -17

## ACTIVE AND PASSIVE VOICE

### CHANGE WITH INDIRECT OBJECT

Ali teaches us English.	Active
We are taught English by Ali.	Passive
He gave me gifts.	Active
I was given gifts by him.	Passive
I sent you messages.	Active
You were sent messages by me.	Passive

### 1- CHANGE WITH DIRECT OBJECT:

- 1- Write the **direct object** (some thing).
- 2- Passive Voice **Helping Verb**.
- 3- **Third form** of verb.
- 4- to + **direct object** (some one).
- 5- By + objective case

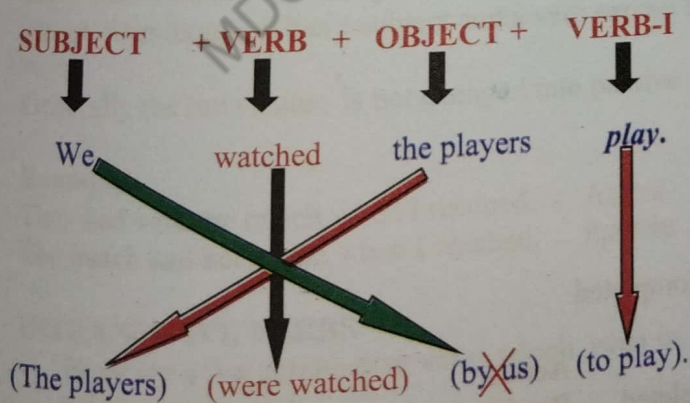
Ali teaches us English.	Active
English is taught to us by Ali.	Passive
He gave me gifts.	Active
Gifts were given to me by him.	Passive
I sent you messages.	Active
Messages were sent to you by me.	Passive

### SPECIAL CASES IN VOICE

#### SUBJECT+VERB+OBJECT+VERB-I

- We watched the players play.
- In these expressions:

- 1) First of all change the **S+V+O** according to the rules of basic passive voice.  
The players were watched. (by us)
- 2) Omit by + subject  
The players were watched.
- 3) Verb-I is changed into to + v-i  
The players were watched to play.





## UNIT -17

### TO + VERB - I

If there is no object

If there is no object after to + v-i, this expression remains unchanged.

They told us to write.  
We were told to write.

Active  
Passive

**Note:** You might have noticed that there is no object after the expression **to write**, that's why it remains unchanged in the passive voice. We omit **by + subject** in such sentences.

If there is an object

1) We divide the sentence into two parts:

She wished **me** to write a poem.

2) Omit the object in the first part:

She wished to write a poem

3) Write the object of second part in the first part:

She wished a poem to write

4) Change the active infinitive (to + v-i) into passive infinitive (to be + v-iii):

She wished a poem to be written.

### NOTE:

Omit **by + subject** in sentences like this:

She wished me to write a poem.

She wished a poem to be written.

Active

Passive

**Note:** This rule is also applicable to some other verbs like: want, love, like, etc.

### THE VERB ADVISE

#### EXAMPLE

1. They advised to complete the work.

2. They advised completing the work.

You might have noticed that the second part of such sentences can be in two forms:

a) to + V-I + .....

b) V + ing + .....

If there is a verb like advise in the first part of sentence, we follow the following steps:

1) The first part remains unchanged.

They advised.

2) Use **that** to join both parts.

They advised that

3) The object of the second part:

They advised that the work.

4) Should be + V-III

They advised that the work should be completed.

They advised completing the work.

They advised that the work should be completed.

Active

Passive

## UNIT -17

### Note:

this rule is also applicable to **insist, propose, recommend**

### THE VERB SAY

If there is a verb li

1) Break the sentence into two parts

2) The first part remains unchanged in the passive voice

It is said

### Note:-

This rule is also applicable to **know, suppose**

### THE CONDITIONAL

These sentences

1) If part

2) the other part

### Example:

1) General

2) The other part

(S+V)

If she comes

If she comes

By + subject

### THE

A condition

dependent

clause

Not

General

### Ex

They

They



## UNIT -17

## ACTIVE AND PASSIVE VOICE

**Note:**

this rule is also applicable to the other verbs such as: *agree, advise, arrange, decide, demand, insist, propose, recommend, suggest, etc.*

### THE VERB SAY

If there is a verb like **say** in the first part of the sentence:

- 1) Break the sentence into two parts:  
People **say** that he is a Wali.
- 2) The first part of sentence is changed into it is /was /will be +V-III (depending upon the sense of the verb in the first part)  
It is **said** that he is Wali.

**Note:-**

This rule is also applicable to: assume, believe, find, claim, estimate, think, understand, know, suppose, say, report etc.

### THE CONDITIONAL SENTENCES

These sentences have two parts:

- 1) If part
- 2) the other part after comma

**Example:** If she comes, I shall welcome her.

- 1) Generally the **if-part** of sentence is not changed into passive voice **If she comes.**
- 2) The other part of the sentence is changed according to the rules of basic passive voice.  
(S+V+O).

If she comes, I shall welcome her. (A.V)

If she comes, She will be welcomed. (P.V)

By + subject is omitted.

### THE COMPLEX SENTENCES

A complex sentence is a sentence that contains an **independent clause** and one or more **dependent clauses**. An independent clause can stand alone as a sentence, but a dependent clause even though it has a subject and a verb cannot stand alone.

**Note:**

Generally the **time clause** is not changed into passive voice.

**Example:**

They had won the match **when I reached.** Active

The match had been won **when I reached.** Passive

### INTRANSITIVE VERBS

- 1) There are a few **Intransitive verbs** which, even in Active form, are sometimes used in a Passive sense; as,



## ACTIVE AND PASSIVE VOICE

### UNIT -17

#### Example:

At least, the play **reads** well. (A.V)  
 At least, the play **affects** the reader when it is read. (P.V)  
 The rose **smells** sweet. (A.V)  
 The rose is sweet when it is smelt. (P.V)  
 Mangoes **taste** sour. (A.V)  
 The mangoes are sour when they are tasted. (P.V)

Verbs of Liking/Wishing/Wanting/Loving + Object + Infinitive.  
 We form their Passive with the passive infinitive:

I want someone to take photographs. (A.V)  
 I want photographs to be taken. (P.V)

Verbs of Liking/Wishing/Wanting/Loving + Indirect object + Infinitive.  
 We form the passive by using the passive form of the main verb.

**Example:** (A.V)  
 He invited **me** to go. (P.V)  
 I was invited to go.

Advise/Beg/Order/Recommended/Urge + Indirect Object + Infinitive + Object  
 We can form the passive of above formulated construction in two ways:  
 (i) By making the main verb passive

**Example:** (A.V)  
 He **urged** the council to reduce the rates. (P.V)  
 The council **was urged** to reduce the rates.

(ii) By urge etc + that.....should + Passive infinitive.

**Example:** (A.V)  
 He **urged** the council to reduce the rates. (P.V)  
 He **urged** that the rates **should be reduced**.

Advice/Propose/Recommended/Suggest + Gerund + Object

To form passive of the above-formulated construction, we use the same pattern **that...should**.

#### Example:

He **recommended** using glasses. (A.V)  
 He **recommended** that glasses **should be used**. (P.V)

#### NOTE: -

Other gerund combinations are expressed in the passive by the passive gerund.

#### Example:

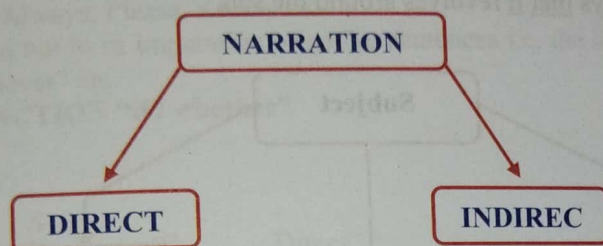
I **remember** them taking me to the zoo. (A.V)  
 I **remember** **being** taken to the zoo. (P.V)



# 18 UNIT

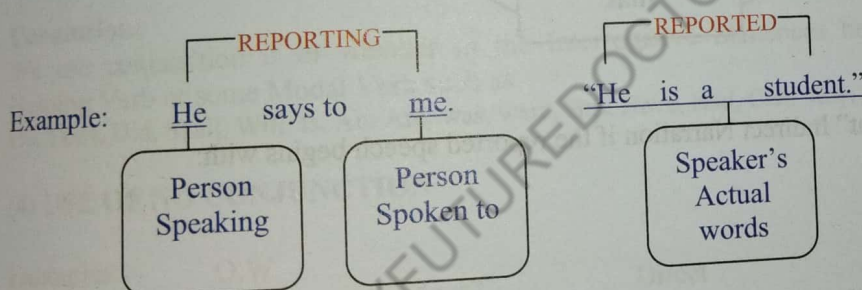
## DIRECT AND INDIRECT

### DIRECT AND INDIRECT NARRATION



**Indirect**  
The Indirect Narration gives the sense of speaker's speech in the writer's own words.

**Direct**  
**Example:** He says that he is a student. (Indirect Narration)  
The direct Narration is the expression of the speaker's actual words.



**Reporting:**  
The part of sentence that tells us about the person speaking and the person spoken to. This part of sentence is without inverted commas.

**Reported:**  
The part of sentence that tells us about the actual words of the speaker.  
This part of sentence is within inverted commas.

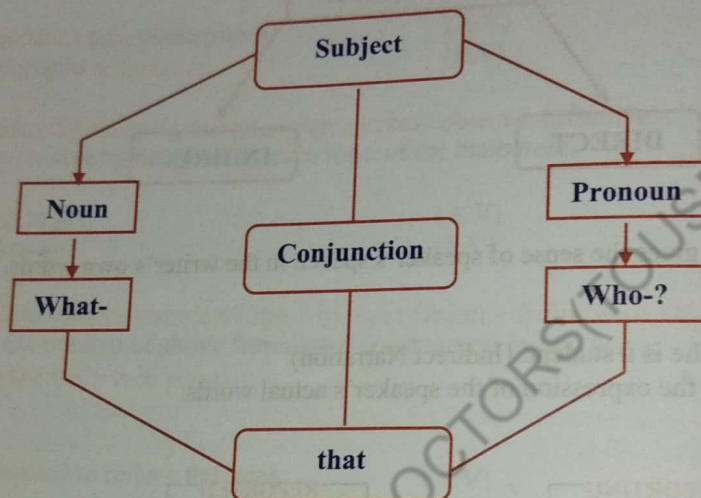
Rules for the change of narration  
(1) Use of conjunction "that"



## UNIT -18

Example:

1. The scientist says, "The <sup>N</sup>earth revolves around the sun."  
The scientist says that the <sup>N</sup>earth revolves around the sun.
2. The scientist says, "<sup>P.N</sup>It revolves around the sun."  
The scientist says that it revolves around the sun.



### Conclusion

We use conjunction "that" Indirect Narration if the reported speech begins with:

- 1) Some Noun
- 2) Some Pronoun
- 3) Some Subject
- 4) Universal Truth

### (2) USE OF CONJUNCTION "to" and "not to"

Example:

- 1) The commander <sup>V-I</sup>says, "Fire."  
The commander orders to fire.
- 2) The commander says, "Don't fire."  
The commander orders not to fire.
- 3) The teacher says, "Always speak the truth."  
The teacher advises to speak the truth always.

Direct  
Indirect

Direct  
Indirect

Direct  
Indirect

## UNIT -18

- 4) The teacher  
The teacher
- 5) The woman  
The woman

### Conclusion:

- > We use con
- First form o
- > We use co
- with "Don

### (3) USE OF C

Examples:

- 1) He sa  
He a
- 2) He  
He

### Conclusion

We use c  
Helping V  
Do, Does,

### (4) USE

Example

- 1) S

- 2)

### Concl

We d  
word



## UNIT -18

## DIRECT AND INDIRECT

- |    |  |          |
|----|--|----------|
| 4) | The teacher <u>says</u> , "Never tell a lie."        | Direct   |
|    | The teacher <u>advises</u> <u>not to</u> tell a lie. | Indirect |
| 5) | The women <u>says</u> , "Please <u>help</u> her."    | Direct   |
|    | The woman <u>requests</u> <u>to</u> help her.        | Indirect |

### Conclusion:

- We use conjunction **to** in the Imperative Sentences i.e. the sentences beginning with the First form of verb, Always, Please, Kindly etc.
- We use conjunction **not to** in Imperative Negative sentences i.e. the sentences beginning with "Don't" or "Never" etc.

### (3) USE OF CONJUNCTION "if / whether"

#### Examples:

- |    |  |          |
|----|--|----------|
| 1) | H.V S  |          |
|    | He says, "Will she come?"                    | Direct   |
|    | He asks <u>if</u> she will come.             | Indirect |
| 2) | H.V S  |          |
|    | He says, "Will she come?"                    | Direct   |
|    | He asks <u>whether</u> <u>she will</u> come. | Indirect |

### Conclusion:

We use conjunction **if** or **whether** in the Interrogative Sentences beginning with some Helping Verb or some Modal Verb such as. Do, Does, Did, Shall, Will, Is, Am Are, was, were, Has, Have, Had, Can, May, Should, would etc.

### (4) USE OF NO CONJUNCTION

#### Examples:

- |    |  |          |
|----|--|----------|
| 1) | O.W  |          |
|    | She says, " <u>Who</u> opens the door?"              | Direct   |
|    | She asks <del>who</del> who opens the door.          | Indirect |
| 2) | H.V S  |          |
|    | She says, "What <u>are they</u> doing?"              | Direct   |
|    | She asks <del>what</del> what <u>they are</u> doing. | Indirect |

### Conclusion:

We do not use any conjunction in the Interrogative Sentences beginning with some question word such as: Who - whose - whom - which - where - when - why - what - how - etc.



## DIRECT AND INDIRECT

### UNIT -18

#### REVISION ON CHANGE WITH CONJUNCTIONS

- |    |  |          |
|----|--|----------|
| 1. | He says to me, "He is a student"               | Direct   |
|    | He tells me <b>that</b> he is a student.       | Indirect |
| 2. | He says, "The sun rises in the east"           | Direct   |
|    | He says <b>that</b> the sun rises in the east. | Indirect |
| 3. | He says to me, "Get out"                       | Direct   |
|    | He orders me <b>to</b> get out.                | Indirect |
| 4. | He says to me, "Don't get out"                 | Direct   |
|    | He orders me <b>not to</b> get out.            | Indirect |
| 5. | He says to me, "Who opens the door?"           | Direct   |
|    | He asks me who opens the door.                 | Indirect |
| 6. | He says to me, "Will he go?"                   | Direct   |
|    | He asks me <b>if/whether</b> he will go.       | Indirect |

#### Some Conclusion:

- If the Reported Speech beings with some subject (Noun or Pronoun), use Conjunction **that**. The same holds true for universal truths. See Sentence no. (1, 2)
- If the Reported Speech begins with V-I, Please, Always, use **to** (See Sentence 3)
- For the First form of verb, change **say** into **order**, for **please**, change **say** into **request** for **always** change **say** into **advise** etc.
- If the Reported speech beings with **Don't**, use **not to** (see sentence no. 4)
- If the Reported speech beings with some Question word, no Conjunction. (See 5)
- If the Reported speech beings with some H.V, use conjunction **if/whether**. (See 6)
- From Direct into Indirect Narration, Question Construction (H.V+S) is changed into simple (S+H.V) and question mark is changed into full stop. (See 6)
- In the Indirect Narration, we begin the first word of Reported Speech with writing letter. However, the 1<sup>st</sup> letter will remain capital if it's some proper noun.
- Say** is changed into **tell** if there is an object, otherwise it remains unchanged. (see 1,2)
- Say** is followed by **to** but **tell, ask, advise, order, request** etc. are not followed by **to**.

#### CHANGE OF PRONOUNS

Subjective cases of pronouns		Possessive Adjectives	Possessive Pronouns	Objective cases of pronouns
1 <sup>st</sup>	I	My	Mine	Me
	We	Our	Ours	Us
2 <sup>nd</sup>	You	Your	Yours	You
3 <sup>rd</sup>	They	Their	Theirs	Them
	He	His	His	Him
	She	Her	Hers	Her
	It	Its	Its	It

By the change of pronouns, I mean to say that the pronouns in the Reported speech are changed according to the pronouns of Reporting speech. However, the pronouns in the reporting speech are not changed.

### UNIT -18

#### SON Formula

#### Reported Pronoun

Reporting Pronoun

Explanation: The subject of

Example:  
S ←  
1. **They** say,  
They say t

2. They say  
They tell

3. We say,  
We say t

To sum up,  
1<sup>st</sup> person  
Speech.  
2<sup>nd</sup> person  
Speech.  
3<sup>rd</sup> person  
Note: If re  
be change

#### CHANGE

S  
1. **He** sa  
I -  
**He** -  
He to

S  
2. **He** :  
I  
He  
He

S  
3. **He**  
I  
He  
He

S  
4. **H**  
I  
H  
H



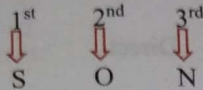
## UNIT -18

## DIRECT AND INDIRECT

### SON Formula

Reported Pronouns

Reporting Pronouns



**Explanation:** The first person pronouns (**I, we**) in the Reported speech are changed according to the subject of the Reporting speech.

**Example:**

- |  |          |
|--|----------|
| 1. <b>They</b> say, " <b>We</b> are students."         | Direct   |
| They say that <b>they</b> are students.                | Indirect |
| 2. They say to <b>me</b> , "They come to <b>you</b> ." | Direct   |
| They tell me that they come to me.                     | Indirect |
| 3. We say, " <b>They</b> are students."                | Direct   |
| We say that <b>they</b> are students.                  | Indirect |

**To sum up,**

1<sup>st</sup> person pronouns of Reported speech change according to the **subject** of Reporting Speech.

2<sup>nd</sup> person pronouns of Reported Speech change according to the **object** of Reporting Speech.

3<sup>rd</sup> person pronouns are not changed.

Note: If reported **subject** or **object** is 2<sup>nd</sup> person and reporting object is missing, they can be changed into 1<sup>st</sup> person or 3<sup>rd</sup> person.

### CHANGE OF 1<sup>st</sup> PERSON PRONOUN

- |  |          |
|--|----------|
| 1. <b>He</b> says to me, " <b>I</b> am a student."       | Direct   |
| <b>I</b> - my - mine - me                                |          |
| <b>He</b> - his - his - him                              | Indirect |
| He tells me that <b>he</b> is a student.                 |          |
| 2. <b>He</b> says to me, "They are <b>my</b> teachers."  | Direct   |
| <b>I</b> - <b>my</b> - mine - me                         |          |
| <b>He</b> - <b>his</b> - his - him                       | Indirect |
| He tells me that they are <b>his</b> teachers.           |          |
| 3. <b>He</b> says to me, "The house is <b>mine</b> ."    | Direct   |
| <b>I</b> - my - mine - me                                |          |
| <b>He</b> - his - his - him                              | Indirect |
| He tells me that the house is <b>his</b> .               |          |
| 4. <b>He</b> says to me, "They will come to <b>me</b> ." | Direct   |
| <b>I</b> - my - mine - <b>me</b>                         |          |
| <b>He</b> - his - his - <b>him</b>                       | Indirect |
| He tells me that they will come to <b>him</b> .          |          |



## DIRECT AND INDIRECT

### UNIT -18

#### CHANGE OF 2<sup>nd</sup> PERSON PRONOUNS

1. He says to <sup>O</sup> me, "You are a student."  
 You - your - yours - you  
 I - my - mine - me  
 He tells me that I am a student.
2. He says to <sup>O</sup> him, "He is your teacher."  
 You - your - yours - you  
 He - his - his - him  
 He tells him that he is his teacher.
3. He says to <sup>O</sup> us, "The house is yours."  
 You - your - yours - you  
 We - our - ours - us  
 He tells us that the house is ours.
4. He says to <sup>O</sup> them, "He will call you."  
 You - your - yours - you  
 They - their - theirs - them  
 He says that he will call them.

Direct

Indirect

Direct

Indirect

Direct

Indirect

Direct

Indirect

#### SOME CONCLUSIONS

1. If there is no object in the Reporting speech, write your own objective case of pronoun (1<sup>st</sup> or 3<sup>rd</sup> third person) in bracket and then the 2<sup>nd</sup> person pronouns in the Reported speech will be changed according to your supposed object. (see sentence 8)
2. If the Reporting subject is some plural noun like **people, boys, girls** etc., these words are replaced by **they**. (see sentence 5, 10)
3. If the Reporting subject is some singular noun, like **Ali, Sanam**, etc., it is replaced by **He, She**, or **it** accordingly. (see sentence no. 2, 6)
4. If the reporting subject is **Each, Every, Neither, None, some one, some body** etc., they are replaced by **He**.

#### RULES FOR THE CHANGE OF VERBS

##### APPLICATION:

If the repeating speech is in the past tense, we change the verb in the following way.

1. V - I + s/es of the **Reported Speech** is changed into V - II

1) They <sup>V-I</sup> said, "They walk daily"  
     past  
     They said that they <sup>V-II</sup> walked daily.

Direct

Indirect

2) He <sup>V-I + S</sup> said, "He walks daily"  
     past  
     He said that he <sup>V-II</sup> walked daily.

Direct

Indirect

**KETS - PREP BOOK**

### UNIT -18

3) He <sup>said</sup> said, "He  
     past  
     He said that h

2. V - II is chan

1) He <sup>said</sup> said,  
     past  
     He said tha

3. Had + V -

1) He <sup>said</sup> said,  
     past  
     He said th

#### CONCLUS

4. Do / Doe

1) She <sup>said</sup> said,  
     past  
     She sa

2) They  
     They

5. Did +

1) He s  
     He

6. Had

1) He

H

CON

7. Is

1)

KE



## UNIT -18

## DIRECT AND INDIRECT

- 3) He said, "He go + es"  
past V-II  
He said that he went.

Direct

Indirect

### 2. V - II is changed into had + V - III

- 1) He said, "He walked"  
past V-II  
He said that he had walked.  
V-III

Direct

Indirect

### 3. Had + V - III remains same

- 1) He said, "He had walked"  
past V-III  
He said that he had walked.

Direct

Indirect

CONCLUSION: V - I + s/es → V - II → had + V-III → X

### 4. Do / Does is changed into Did

- 1) She said, "She does not sing"  
past  
She said that she did not sing.

Direct

Indirect

- 2) They said, "They do not sing"  
past  
They said that they did not sing.

Direct

Indirect

### 5. Did + V - I is changed into had + V - III

- 1) He said, "He did not walk"  
past  
He said that he had not walked.

Direct

Indirect

### 6. Had + V - III is not changed.

- 1) He said, "He had not walked"  
past  
He said that he had not walked.

Direct

Indirect

CONCLUSION: Do / does → did → had + V - III → X

### 7. Is / Am / Are is change into was / were

- 1) He said, "He is ill"  
past  
He said that he was ill.

Direct

Indirect



## DIRECT AND INDIRECT

### UNIT -18

- 2) He said, "I am ill"  
past  
 He said that he was ill.  
 Direct
- 3) They said, "They are ill"  
past  
 He said that they were ill.  
 Indirect

#### 8. Was / Were is changed into had + been

- 1) He said, "He was ill"  
past  
 He said that he had been ill.  
 Direct
- 2) They said, "They were ill"  
past  
 They said that they had been ill.  
 Indirect

CONCLUSION: Is / Am / Are → was/were → had been → X

#### 9. Has / have → had → X

- 1) He said, "He has walked"  
past  
 He said that he had walked.  
 Direct
- 2) He said, "They have walked"  
past  
 He said that they had walked.  
 Indirect
- 3) He said, "They had walked"  
past  
 He said that they had walked.  
 Direct

#### 10. Shall / will is changed into Should / would

- 1) He said, "I shall go"  
past  
 He said that he should go.  
 Direct
- 2) He said, "They will go"  
past  
 He said that they would go.  
 Indirect

### UNIT -18

#### 11. Can in changed into

- 1) He said, "He  
 He said that he

#### 12. May in changed

- 1) He said, "He  
 He said that he

#### REVISION ON C

1. 1<sup>st</sup> form →
2. Do / Does →
3. Is/Am/Are →
4. Has/Have →
5. Shall/Will →
6. Can →
7. May →

#### CHANGE O

	A
	T
	H
	P
	T
	M
	F
	M
	V
	W



## UNIT -18

## DIRECT AND INDIRECT

### 11. Can in changed into could

- 1) He said , "He can go"  
 He said that he could go.

Direct

Indirect

### 12. May in changed into might

- 1) He said , "He may come"  
 He said that he might come.

Direct

Indirect

### REVISION ON CHANGE OF VERB

- 1<sup>st</sup> form → 2<sup>nd</sup> form → had + 3<sup>rd</sup> form → No Change
- Do / Does → Did → had + 3<sup>rd</sup> form → No Change
- Is/Am/Are → Was/Were → had + 3<sup>rd</sup> form → No Change
- Has/Have → Had → No Change
- Shall/Will → Should/Would → No Change
- Can → Could → No Change
- May → Might → No Change

### CHANGE OF CERTAIN WORDS

Change into	
Ago	Before
Thus	So
Here	There
Please	Request
These	Those
Now	Then
Hither	Thither
Hence	Thence
What a!	A very
This/It	That
Would that	Wish/urge

Change into	
The day before yesterday	Two days before
The day after tomorrow	In two day's time
How + Adjective	A very
Good morning/noon	Greet
To day/tonight	That day/that night
Last week	Previous week
Yesterday	The previous day
Sir/Madam	Respectfully
Tomorrow	The next day
Hurrah!	Exclaim with joy
Alas!	Exclaim with sorrow



## DIRECT AND INDIRECT

### UNIT -18

#### EXAMPLES ON CHANGE OF VERBS AND CERTAIN WORDS

- |  |          |
|--|----------|
| 1. He said, "He never <u>eats</u> meat."                         | Direct   |
| He said that he never <u>ate</u> meat.                           | Indirect |
| 2. He said, "He never <u>ate</u> meat."                          | Direct   |
| He said that he <u>had</u> never <u>eaten</u> meat.              | Indirect |
| 3. He said, "He <u>does</u> not eat meat."                       | Direct   |
| He said that he <u>did</u> not eat meat.                         | Indirect |
| 4. He said, "He <u>did</u> not eat meat."                        | Direct   |
| He said that he <u>had</u> not <u>eaten</u> meat.                | Indirect |
| 5. He said, "I <u>have</u> eaten meat."                          | Direct   |
| He said that he <u>had</u> <u>eaten</u> meat.                    | Indirect |
| 6. He said, "He <u>is</u> a vegetarian."                         | Direct   |
| He said that he <u>was</u> a vegetarian.                         | Indirect |
| 7. He said, "He <u>was</u> a vegetarian."                        | Direct   |
| He said that he <u>had been</u> a vegetarian.                    | Indirect |
| 8. He said, "He <u>will</u> eat meat."                           | Direct   |
| He said that he <u>would</u> eat meat.                           | Indirect |
| 9. He said, "He <u>can</u> eat meat."                            | Direct   |
| He said that he <u>could</u> eat meat.                           | Indirect |
| 10. He said, "He may eat meat."                                  | Direct   |
| He said that he <u>might</u> eat meat.                           | Indirect |
| 11. He said, " <u>This is</u> these boys."                       | Direct   |
| He said (that) <u>that was those</u> boys.'                      | Indirect |
| 12. He said, "He <u>is here</u> now,"                            | Direct   |
| He said that he <u>was there then</u> .                          | Indirect |
| 13. They said, "Good morning, sir!"                              | Direct   |
| They <u>greeted respectfully</u> .                               | Indirect |
| 14. They said, " <u>what a</u> fine day it is!"                  | Direct   |
| They exclaimed with joy that it was <u>a very</u> fine day.      | Indirect |
| 15. They said, " <u>How beautiful she</u> looks!"                | Direct   |
| They exclaimed with wonder that she looked <u>very</u> beautiful | Indirect |

#### REMOVAL OF CERTAIN EXPRESSIONS

Inverted Commas, Questions Marks, Exclamation Marks, Yes, No, Hello, Well Sir, Madam, Please, Would that, What a, How, Alright, Good morning, Good noon, Good day, Never, Don't etc are removed in the Indirect Narration. **Note:** - Good-bye and good night are not changed.

- |  |          |
|--|----------|
| 1. Andrew said, "Well, she may go"         | Direct   |
| Andrew said that she might go.             | Indirect |
| 2. Marry said, "Good morning, Sir!"        | Direct   |
| Marry <u>greeted respect fully</u> .       | Indirect |
| 3. The boy said, "Good-bye, Mr. Chips!"    | Direct   |
| The boy said <u>good-bye</u> to Mr. Chips. | Indirect |

### UNIT -18

#### EXCEPTION TO

➤ Past simple / p

1) He said, "Whe  
He said that w

2) She said, "W  
She said that

➤ Unreal past

1) The girls sa  
The girls sa

2) She said, "  
She said th

3) The teach  
The teach

4) Juliet sai  
Juliet sa

**THIS and**  
**This used**

He said, "  
He said th

➤ Other

He said,  
He said t

He said  
He said

**CHAN**  
A sent

**Exam**  
i) H  
H

ii) H  
H



## UNIT -18

### EXCEPTION TO GENERAL RULES

### DIRECT AND INDIRECT

➤ Past simple / past continuous tenses in time clauses don't change.

- 1) He said, "When I lived in Multan, I played games".  
He said that when he lived in Multan he played games.

Direct  
Indirect

- 2) She said, "When I was enjoying youth I watched movies".  
She said that when she was enjoying youth she watched movies.

Direct  
Indirect

➤ Unreal past tenses after, "wish, would rather/sooner and it is time" do not change

- 1) The girls said, "We wish we didn't have to take exams".  
The girls said that they wished they didn't have to take exams.

Direct  
Indirect

- 2) She said, "Ali wants to go alone, but I would rather he went with a friend".  
She said that Ali wanted to go alone but she would rather he went with a friend.

Direct  
Indirect

- 3) The teacher said, "It is time we went to work".  
The teacher said that it was time that they went to work.

Direct  
Indirect

- 4) Juliet said, "They had better stay at home".  
Juliet said that they had better stay at home.

Direct  
Indirect

### THIS and THESE

This used in time expressions is usually changed into that

He said, "I am going **this** month"  
He said that he was going **that** week.

Direct  
Indirect

➤ Other wise, **this** and **that** as adjectives generally change to **the**

He said, "I have watched **this** movie"  
He said that he had watched **the** movie.

Direct  
Indirect

He said, "I have revised **these** notes"  
He said that he had revised **the** notes.

Direct  
Indirect

### CHANGE OF THE OPTATIVE SENTENCES

A sentence in which there is some wish or prayer etc. is called an Optative sentence.

#### Examples:

- i) He says, "May he pass!"  
He prays that he may pass.

Direct  
Indirect

- ii) He said, "May he pass!"  
He prayed that he might pass.

Direct  
Indirect



## DIRECT AND INDIRECT

### UNIT -18

#### SOME CONCLUSION:

1. The Optative sentences begin with May and end at sign (!)
2. If the Reporting Verb is in Present or Future, we follow the following Procedure:

Say	→	Pray
Says	→	Prays
Shall/will say	→	Shall/will Pray
Said	→	Prayed (for)
Conjunction	→	"that"
May + Subject	→	Subject + may
Sign (!)	→	full stop.

#### CHANGE OF THE EXCLAMATORY SENTENCES

- |  |          |
|--|----------|
| 1. He said, "Hurrah! I have won".                        | Direct   |
| He exclaimed with joy that he had won.                   | Indirect |
| 2. He said, "Alas! I am undone".                         | Direct   |
| He exclaimed with sorrow that he was undone.             | Indirect |
| 3. They said, "How amazing it is!"                       | Direct   |
| They exclaimed with wonder that it was very amazing.     | Indirect |
| 4. She said, "What a nice shot it is!"                   | Direct   |
| She exclaimed with delight that it was a very nice shot. | Indirect |
| 5. He said, "Bravo! He played well".                     | Direct   |
| He applauded (praised) that he had played well.          | Indirect |

- |                                 |   |                        |
|---------------------------------|---|------------------------|
| 1. said                         | ← | <u>Hurrah!</u>         |
| Exclaimed with joy              |   | that                   |
| 2. said                         | ← | <u>Alas!</u>           |
| Exclaimed with sorrow           |   | that                   |
| 3. said                         | ← | <u>How + adjective</u> |
| Exclaimed with wonder/fear      |   | that                   |
| 4. said                         | ← | <u>What a</u>          |
| Exclaimed with wonder/fear that |   |                        |
| 5. said                         | ← | <u>Bravo!</u>          |
| Applauded (Praised)             |   | that                   |

#### SOME CONCLUSIONS

- Exclamations become statement in **Indirect Narration** and the **exclamation mark** is changed into **full stop**. (see sentence # 3, 4)
- Exclamations are changed in the following way.
 

Hurrah!	→	exclaim with joy
Alas!	→	exclaim with sorrow
How, what a	→	exclaim with delight/wonder/horror
Bravo! Marvelous!, Good!	→	applaud

### UNIT -18

Let us, Let him/th  
Let us, let him, le  
Narration. Cons

1. He said, "Let  
He suggested
2. He said, "Le  
He suggested
3. She said, "I  
She sugges
4. She said, "  
She sugges
5. She said, "  
She wishe
6. He said, "  
He asked

1. Let us/L  
said  
Suggeste

2. Let ther  
said  
Sugges

3. Let hin  
said  
Sugge

4. Let h  
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5. Let  
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Note: -

#### SOME

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# UNIT -18

## DIRECT AND INDIRECT

Let us, Let him/them

Let us, let him, let them usually express a suggestion and are reported by **suggest** in Indirect Narration. Consider the following examples.

- |  |          |
|--|----------|
| 1. He said, "Let us start now".              | Direct   |
| He suggested that they/we should start then. | Indirect |
| 2. He said, "Let us not quarrel".            | Direct   |
| He suggested that they/we should not quarrel | Indirect |
| 3. She said, "Let him go."                   | Direct   |
| She suggested that he should go.             | Indirect |
| 4. She said, "Let him/her work".             | Direct   |
| She suggested that he/she should work.       | Indirect |
| 5. She said, "Let there be no ill will".     | Direct   |
| She wished that there should be no ill will. | Indirect |
| 6. He said, "Let me go".                     | Direct   |
| He asked to let him go.                      | Indirect |

- |                                      |                |   |
|--------------------------------------|----------------|---|
| 1. Let us/Let's<br>said<br>Suggested | →<br>←<br>that | Suggestion<br><u>let us</u><br>we should          |
| 2. Let them<br>said<br>Suggested     | →<br>←<br>that | Suggestion<br><u>let them</u><br>they should      |
| 3. Let him<br>said<br>Suggested      | →<br>←<br>that | Suggestion<br><u>let him</u><br>he should         |
| 4. Let her<br>said<br>Suggested      | →<br>←<br>that | Suggestion<br><u>let her</u><br>she should        |
| 5. Let there<br>said<br>Suggested    | →<br>←<br>that | Suggestion<br><u>let there</u><br>there should be |

**Note:** - We don't change the verb in "Let" sentences

### SOME CONCLUSIONS

- Let us/Let's usually expresses a suggestion. Its **said** is changed into **suggested** and **Let's** is changed into **They should/we should**. (see sentence # 1)
- Similarly in Negative, **Let's not** is changed into **they/we should not** (see sentence 2)
- Let them** is changed into **they should** (as in sentence # 3) and **Let him** is changed into **he should** (as in sentence # 4)
- Let there be** is changed into **there should be** (as in sentence # 5)
- Let me** may give the meaning **allow/permit** (as in sentence # 6)



## DIRECT AND INDIRECT

UNIT -18

APPENDIX - 1

only. These are reported as:

- |                                |          |
|--------------------------------|----------|
| only. These are reported       | Indirect |
| 1. He said, "Marvelous!"       | Indirect |
| He applauded.                  | Direct   |
| 2. He said, "Good!"            | Indirect |
| He appreciated.                | Direct   |
| 3. He said, "Splendid!"        | Indirect |
| He expressed pleasure.         | Direct   |
| 4. He said, "Thank you!"       | Indirect |
| He thanked me.                 | Direct   |
| 5. He said, "Good luck!"       | Indirect |
| He wished me good luck.        | Direct   |
| 6. He said, "Congratulations!" | Indirect |
| He congratulated me.           | Direct   |
| 7. He said, "Liar!"            | Indirect |
| He called me a liar.           | Direct   |
| 8. He said, "welcome!"         | Indirect |
| He welcomed me.                | Direct   |
| 9. He said, "Ugh!"             | Indirect |
| He expressed disgust.          | Direct   |
| 10. He said, "Sorry!"          | Indirect |
| He apologized.                 | Direct   |
| 11. He said, "No!"             | Indirect |
| He refused/denied.             | Direct   |
| 12. He said, "Yes!"            | Indirect |
| He accepted/agreed.            | Direct   |
| 13. He said, "Please!"         | Indirect |
| He requested.                  | Direct   |
| 14. He said, "Well!"           | Indirect |
| He encouraged.                 | Direct   |
| 15. He said, "Alas!"           | Indirect |
| He exclaimed with sorrow.      | Direct   |
| 16. He said, "Hurrah!"         | Indirect |
| He exclaimed with joy.         | Direct   |

## APPENDIX - 2

The person addressed in the reported speech becomes the object of reporting speech in the Indirect Narration.

- |    |   |          |
|----|---|----------|
| 1. | He said, "Students, be quiet!"                              | Direct   |
|    | He ordered the students to be quiet!                        | Indirect |
| 2. | The father said, "My sons, listen to my words carefully."   | Direct   |
|    | The father asked his sons to listen to his words carefully. | Indirect |

# 19 UNIT

## Introduction:

**Introduction:**  
The word Compr  
So, the word com  
Now, the question  
answer is to con  
presented it (styl  
**understanding**

### Comprehension

- a) The Cor  
b) The sty

## THE APPEAL

In comprehensive  
choice questions  
are to choose

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3. The voc
4. The spe
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## RANGE

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Some of

Science  
Human  
Social S

## 1. SKIN

Skimmed

**Hint: -**



# 19 UNIT

## READING COMPREHENSION

### Introduction

The word **Comprehension** is the noun of the verb **to comprehend** which means **to understand**. So, the word **comprehension** means **to understand** a piece of writing critically and thoroughly. Now, the question arises what is to be comprehended in the given piece of writing (passage). The answer is to comprehend what the written material (content) is about and how the writer has presented it (style or technique). So, we may conclude that **comprehension** involves **both** the understanding of content of the passage and the techniques employed in it.

**Comprehension** → **To Comprehend** → **To understand**

- The Content of the written passage
- The style in which the passage has been presented

### THE APPEARANCE OF THE QUESTIONS

In comprehension question, a passage is given from anywhere and at the end, there are Multiple-choice questions (MCQ's). Each question contains four or five options (A, B, C, D, or E). You are to choose the most appropriate one on the basis of what is stated or implied.

### POSSIBLE VARIETY OF THE QUESTIONS

By the scope of questions, we mean the ways in which questions may be asked. Questions may be asked about:-

- The title of the passage.
- The central idea of the passage.
- The vocabulary of the certain words.
- The specific details in the passage.
- The judgment about the details.
- The general tone/mood/attitude of the writer/passage.
- Combination of statements.
- Identifying EXCEPTS.

### RANGE OF QUESTIONS

The Passages regarding comprehension may be selected from very wide range of knowledge. Some of the objects are as under:-

Science (Medicine, Botany, Zoology, Chemistry, Physics, Geology, Astronomy)  
Humanities (Literature, music, Philosophy, Folklore)  
Social Science (History, economics, Sociology, Government)

### 1. SKIMMING

Skimming means to read to get an overall view i.e. Title or Central idea of the passage.

Hint:- Title is usually in the first or in the last line of the passage.



## READING COMPREHENSION

### UNIT -19

#### 2. SCANNING

It means to get the exact details, facts and figures of the passage.

Question: - How should I go with reading?  
Answer: - Reading involves the following steps:

##### 1. Pre - Reading Activity

It means to do the things before you read the passage. This involves looking at the following things.

(a) Read the Questions first

##### 2. While Reading Activity

- (a) Go on underlining the lines in which you see the same words as you have seen while reading the questions.
- (b) Underline all those lines in which you see words written in different writing styles such as **bold**, *italic* and "inverted commas" etc.

##### 3. Post Reading Activity

This is here you transfer your answers from the question booklet to the answer sheet.

##### Remember

- Never stuck to any question. If you couldn't find answer to the question, skip to the next one. Do the left over question later on.
- While transferring the answer, you can make random guess or change your answer.
- First look at all the three passages and attempt the easy passage first.

##### Two Basic Problems Regarding Reading

- a) Time management
- b) Lexical problem (Vocabulary)

##### a) Time Management

- We can save time by approaching direct to the question. Read the question first and underline those lines, where you find the same words as that of questions.
- ⇒ Generally, the examiner follows sequence in every set of questions. This means that you may not read the whole passage again and again which you have already answered.
- ⇒ Underline the signal words such as synonym and Antonym signals

↓                      ↓  
and etc.                      but

##### b) Lexical Problems (Vocabulary)

Vocabulary means to guess the meaning of unknown words. And, this we can do with the help of Morphology.

### UNIT -19

**TIPS AND TECHNIQUE**  
Read the question first before you read the passage. It will also help you to get the knowledge of the passage. Try to skim the material. Try to get the main idea of the passage. Try to understand the author really intends to say. Try to get the most important points. These strategies will help you to answer the questions.

First read the question. Then read the passage. Try to come across the same words as in the question. If you find a question, answer it. If you find an answer mark it for reference.

Try to familiarize yourself with the nature of such questions. Try to read the passage carefully.

Following is the list of these questions.

#### 1. TITLE SE

Some passages are about a person, a place, a thing, an event, a sentence, a paragraph, a chapter, a book, a one, which is the title of the passage.

#### MODEL I

##### A middle

just beginning  
young and  
somewhat  
match f  
hair, th  
man w  
betwe



## UNIT -19

## READING COMPREHENSION

### TIPS AND TECHNIQUES

Read the question first before you read the whole passage. This will give you the background knowledge of the passage, make familiar with the important points and probable vocabulary of the passage. It will also point out the areas to be focused upon leaving behind all the irrelevant material. Try to skim (to get an over all view) through the whole passage and then scan (to read for particular details) to look for more specific details. Read the passage quickly with understanding but do not panic. Try to analyze what the whole passage is about and what the author really intends to convey. While reading mark the lines where you think the passage carries the most important points. Also, underline the words or phrases written in different writing style. These strategies would definitely help you find the answers in less time.

First read the question and while reading the passage, underline the passage from where you come across the same words as you saw while reading questions. When you find yourself stuck up with a question, do not waste your time on it and go ahead for the next questions. Sometimes, answering other questions guide you about the earlier questions. But if you still do not find the answer mark it for doing in the end more calmly having enough time to think.

Try to familiarize yourself with the types of critical reading questions. Once you known the nature of such questions you will be able to find the answers more quickly even when you are reading the passage. The examples of some commonly asked questions are as follows:

Following is the description of different possible kinds of question and approaches to deal with these questions.

### 1. TITLE SELECTION

Some passages ask for selecting a title that best suits the passage. Remember that the chosen title should not be very narrowly or broadly selected. Generally, title is in the form of word and not the sentence. Try to avoid choosing those titles that describe only one or two paragraphs but the one, which is applicable to the whole passage and portrays it best.

### MODEL PARAGRAPH

**A middle aged bachelor**, who could be called neither young nor old, and whose hair was only just beginning to turn gray, fell in love with two women and married them both. The one was young and blooming and wished her husband to appear as youthful as herself; the other was somewhat more advanced in age and was anxious that her husband should appear a more suitable match for her so, while the young one seized every opportunity of pulling out the good man gray hair, the old one was industrious in plucking out every black hair she could find. For a while, the man was highly pleased with their attention and devotion. But he found one morning that between the one and the other had had not a hair left.

The title of the passage is **A Middle Aged Bachelor**



## READING COMPREHENSION

### UNIT -19

#### 2. CENTRAL IDEA

Mostly, questions are asked to explain the central ideas or main theme of the whole passage, which analyze how you skim through it. Sometimes, the opening and closing lines can give you a better clue about answering such questions more properly and sometimes, the main or repeated thought that appears after reading the questions in the central idea. Central Idea is in the form of a sentence and the words used in it may not be the same as used in the original text.

#### MODEL PARAGRAPH

**Childhood is the best part of life.** They took back at their childhood and remember all its happy days the jolly game, as long rambles father and mother and little sister and brothers, the old homes, the sweets and cakes they used to eat, the children's parties, the jokes they used to play, and the presents they got. When they were children, they had not to work hard to get something to eat; their mothers gave them all they wanted. They would to them was a very beautiful place, and they did not know that men could be cruel and hard. They believed all that was told them, and they did not know how false and dishonest people could be, so they sometimes sigh and wish they could be children again.

The Central Idea of the passage is **Childhood is the Best part of life**

#### 3. SCANNING FOR DETAILS

Sometimes, for analyzing your scanning abilities you are asked to answer some specific details about the passage. Such questions are mostly about **when, where, which** and **who**. You can get the answers of this kind of questions from the area of passage, which you marked while the first reading, where you think the most important and informational remarks of the author lie.

#### MODEL PARAGRAPH

To prepare for a career in engineering, a student must begin planning in high school. Mathematics and science should form the core curriculum. For example, in a school where sixteen credit hours are required for high school graduation, four should be in mathematics, one each in chemistry, biology or physics. The remaining credits should include four in English and at least three in the humanities and social sciences.

The average entering freshman in engineering should have achieved at least a 2.5 grade point average on a 4.0 scale in his or her high school. Although deficiencies can be corrected during the first year, the students who need additional work should expect to spend five instead of four years to complete a degree.

1. What is the average grade point for an entering freshman in engineering? (2.5)
2. When should a student begin planning for a career in engineering? (In high school)
3. How can a student correct deficiencies in preparation? (By spending five years)
4. How many credits should a student have in English? (Four)
5. How many credits are required for a high school diploma? (Sixteen)

#### 4. MAKING INFERENCE

Most of the questions ask you to infer from the passages, making your opinion about what is said in the paragraph, indirect and making your own point of view. These questions try to assess your judgment must be clear in your mind about what the author is inferring (saying in directly) and then make your own opinion according to your understanding and comprehension. Read and think about all the choices and analyze each of it logically according to your comprehension.

### UNIT -19

**Model Paragraph**  
When an acid is dissolved another ion. An ion is an can be either positive ion divides into hydrogen to A strong acid ionizes to an acid, therefore, depro produced. It is interesting acid and carbonic acid

1. What kind of acid is A strong acid ionizes **Conclusion: Sulfuric**
2. What kind of acid A weak acid does not **Conclusion: Boric**

**5. MEANING IN**  
Some selected wo contest to check y dictionary portray ability to make an

**MODEL PARA**  
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1. What does

**MODEL PA**  
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Ans. He

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## READING COMPREHENSION

### UNIT -19

#### Model Paragraph

When an acid is dissolved in water, the acid molecule divides into two parts, a hydrogen ion and another ion. An ion is an atom or a group of atoms, which has an electrical charge. The charge can be either positive or negative. If hydrochloric acid is mixed with water, for example, it divides into hydrogen ions and chlorine ions.

A strong acid ionizes to a great extent, but a weak acid does not ionize so much. The strength of an acid, therefore, depends on how much it ionizes, not on how many hydrogen ions are produced. It is interesting that nitric acid and sulfuric acid become greatly ionized whereas boric acid and carbonic acid do not.

1. What kind of acid is sulfuric acid?

A strong acid ionizes to a great extent and sulfuric acid becomes greatly ionized.

**Conclusion: Sulfuric Acid is a strong acid?**

2. What kind of acid is boric acid?

A weak acid does not ionize so much and boric acid does not ionize greatly

**Conclusion: Boric acid is a weak acid**

#### 5. MEANING IN CONTEXT

Some selected words from the passage are pointed out to explain them with reference to the context to check your reading comprehension. Sometimes the word that describes something in a dictionary portrays in the other ways when appears in the context. The test-drive to judge your ability to make and get the right sense of the word in the context.

#### MODEL PARAGRAPH (1)

This is an extract for "the pit and the pendulum", a short story written by that master of horror tales. Edgar Allan Poe. It is the story of the Spanish inquisition, a religious court of law, once very powerful in Spain. The Spanish inquisition's work was to find and punish people whose religious belief and practices did not agree with those of the church their punishment were often extremely cruel and severe

1. What does the words inquisition mean? (A religious court of law)

#### MODEL PARAGRAPH (2)

I could not longer doubt the death that had been prepared for me by the "human devils" of the Inquisition. I had avoided the pit by a mere accident as I knew that surprise was an important part of the cruelty of these prison deaths as I had failed to fall, I was not simply to be thrown in to the well a different and a milder destruction was made ready for me. Milder I trembled as I thought about the word

Q. In what sense does the writer use the word **Milder** in line 4?

Ans. He uses the word to suggest that the punishment was actually more severe

#### AUTHOR'S APPROACH

Some question ask you to explain the mood in which the author is writing whether it is ironical, sarcastic, humorous, witty, sad, etc. when you are asked such questions you can look for certain expressions, words, phrases or exclamations, which describe the tone, mood or style of the author, The feeling of the writer are mostly exhibited through choice of words. So, while answering such questions read the passage carefully observing particularly the use of words.



## UNIT -19

## READING COMPREHENSION

### MODEL PARAGRAPH:-

*The boy always used to come late and when one day he came late the teacher called him an EARLY bird.*

The writers' approach is ironical.

### LOCATING LINE REFERENCE

In this kind of questions, you may be asked what is the particular word referring to.

#### Model Paragraph

In great fear, I saw that the lower end of the pendulum was formed of the blade of shining steel, shaped like the new moon, and about a foot in length from point to point. The ends of the blade turned upward; and the lower edge looked as sharp as a razor. Like a razor also, it seemed heavy and solid above. It was fixed to a thick rod of brass and **the whole** wished as it swung in air.

**Questions:** - In line 5 **the whole** refers to?

**Answer** The pendulum

### COMBINATION OF DIFFERENT STATEMENTS

In this kind of questions, you have to find out the answer about the given statement by one or combination of more than one statements.

#### Model Paragraph

For the year consumer and business sentiment benefited from rising public expectation that a resolution of the conflict in Vietnam was in prospect and that east west tension were easing.

**Question:** During the year in question, public confidence in the economy resulted in part from which of the following occurrences

- I. Possible peace in Vietnam II. Reduction in East-West tension III. An intent with china  
(a) I only (b) III only (c) I, II only (d) II and III only (e) I, II, and III

### IDENTIFYING EXCEPTIONS

In this kind of questions, you may be asked to point out the fact that has not been mentioned.

#### Model Paragraph

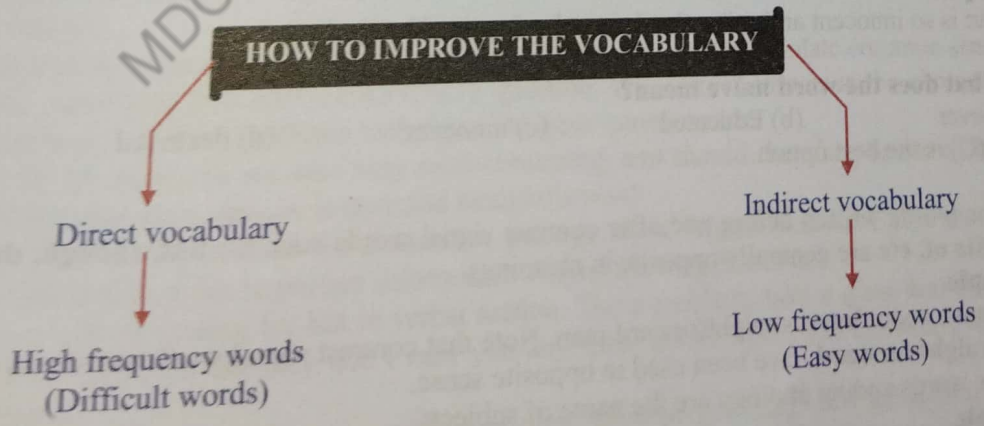
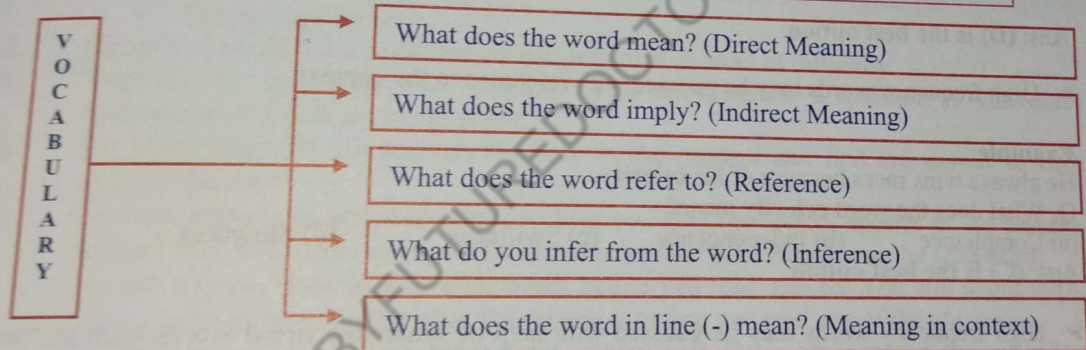
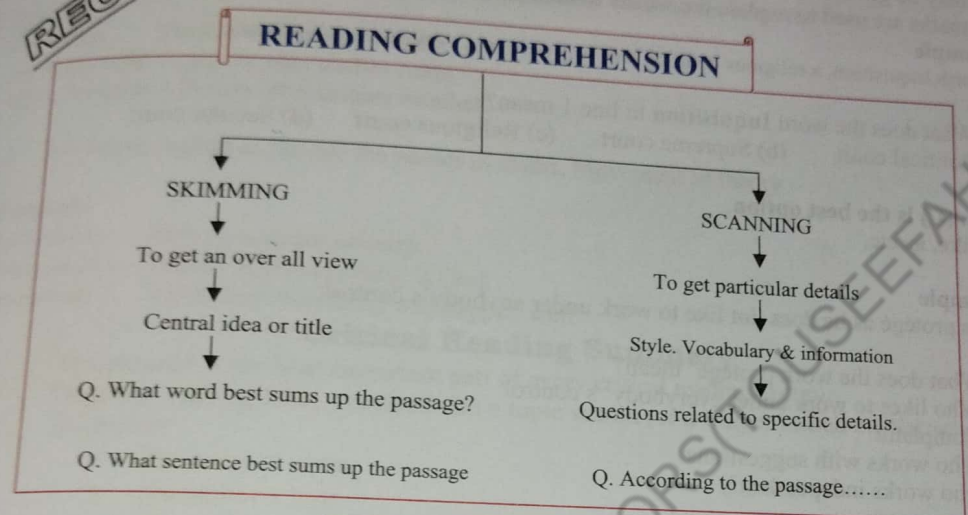
Using the earthquake monitoring facilities of the agency together with the world seismological data center, to locate submarine earthquake as soon as they might occur. With this information they could tell them how severe a submarine earthquake was and could set up a tracking chart, with the center over the areas of the earthquake which would show by concentric time belts the rate of travel of the resulting wave. This system would indicate when and where, along the shores the shores of the Pacific the swells caused by the submarine earthquakes would strike.

**QUESTION:** The U.S coast and Geodetic survey set up can do all of the following EXCEPT.

- (a) locate submarine earthquake
- (b) determine the severity of the submarine earthquakes
- (b) tell the time of earthquake
- (d) prevent submarine earthquake
- (e) setup a tracking chart



RECAP





## UNIT -19

## READING COMPREHENSION

- High frequency words or certain difficult terms (ending at ology, ist, ism, phobia, mania etc) may be guessed with the help of punctuation marks "comma and dash". Both the punctuation marks are used to explain the words written before them.

### Example

Spanish Inquisition, a religious court of law, was once was very powerful in Spain.

Q. What does the word **Inquisition** in line 1 mean?

- (a) Political court (b) Supreme court (c) Religious court (d) Secular court

Ans: (C) is the best option.

as: like, as etc.

### Example

He is protégé as he does not like to work under anybody's control

Q. What does the word protégé mean?

- (a) Who likes to work under everybody's control  
(b) Complaint  
(c) Who works with suggestions  
(d) who works independently

Ans: (D) is the best option.

- High frequency words may be guessed with reference to the context.

### Example:

He always wins races because of his **celerity**.

Q. What does the word **celerity** mean?

- (a) Compliance (b) Independence (c) Swiftiness (d) Slowness

Ans: (C) is the best option.

- High frequency words may be guessed with help of synonyms signal words such as "and". The words used after and before "and" are generally of the same meanings.

### Example

Shoran is so innocent and naïve that he can be deceived by anybody.

Q. What does the word naïve mean?

- (a) Clever (b) Educated (c) innocent (d) deceived

Ans: (C) is the best option.

- The words written before and after contrast signal words such as: **but, though, despite, in spite of, etc** are generally opposite in meanings.

### Example

He is not a rude 'but a straightforward man. Note that contrast signal word **but** shows that **rude** and **straight forward** have been used in opposite sense.

- The words ending at ology are the name of subjects.

### Example

Geology = The study of earth, / Morphology – study of words formation



## READING COMPREHENSION

### UNIT -19

Archaeology = the study of ruins.

Meteorology = the study of weather

➤ The words ending at **ist** are the name of people who study some subject.

#### Example

Geologist = Person who studies earth.

Archaeologist = person who studies ruins.

Meteorologist = Person who studies weather.

➤ The words ending at **ism** are the names of faiths, Movement or theory

#### Example

Patriotism = faith or love for country

Pantheism = Theory that everything is God.

Optimism = Faith that everything will happen well.

### Critical Reading Summary

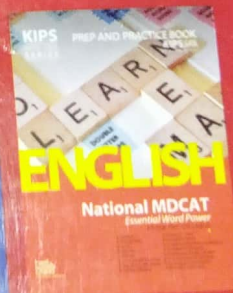
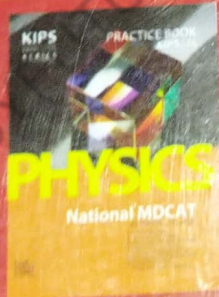
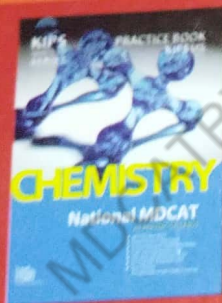
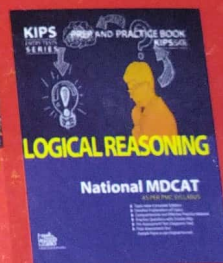
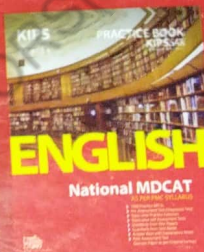
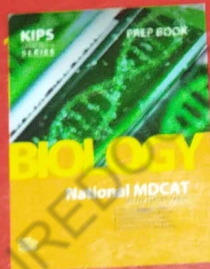
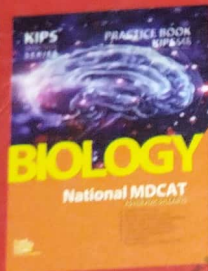
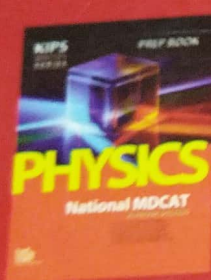
1. The passage is the least important part of every critical reading group.
2. Begin by reading what you need. Do a topic search (or a trigger search on Narratives) to determine:
  - The author's point,
  - The author's tone
  - The passage layout.
3. On critical reading the questions are not presented in order of difficulty.
4. Translate the questions into "English" You can't answer a question if you don't understand what you are being asked.
5. Put your finger on the answer. Go back to the passage and find the answer to each specific question.
6. Use line references and lead words to help you find the correct answer in the passage. Always read five lines above and five lines below the line reference or the lead word.
7. Answer the questions in your own words before you read options. You will avoid stupid answer choices by knowing what the answer is before you read any of the choices.
8. Use POE to get rid of choices that don't match yours. Cross out incorrect choices as you go. You should have a definite sense of zeroing in on the correct answer. If you don't cross out incorrect choices, you'll waste time and energy on rereading wrong answer choices.
9. Eliminate answer choices that have extreme wording (must) or violate common sense.
10. Be careful on EXCEPT/LEAST/NOT question. The correct answer is the choice that is not true. Use the True/False technique. Do these questions last.
11. I, II, III questions are also very time-consuming and should therefore be saved for last. Still eliminating choices is easy and straightforward.
12. To read what you need for a narrative passage, do a Trigger Search. Circle the trigger words and look for important information around the trigger words.
13. Save critical reading for last in verbal section. These problems take a great deal of time to answer correctly but they don't earn you any more points than other questions in verbal section.
14. It's okay to run out of time on critical reading. Most people do. If you are working at the proper pace, the questions you don't have time to tackle are question you would have missed anyway.



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